DOCUMENT RESUME

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TITLE	Communication Skills Improvement Center.
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SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 74
NOTE	135p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document
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DESCRIPTORS	*Developmental Reading; *Effective Teaching; Individual Reading; Inservice Teacher Education; Junior High Schools; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Secondary Education
IDENTIFIERS	*Effective Reading Programs; Elementary Secondary Education Act Title III; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves 800 students and the faculty of a junior high school. The purpose of the program is to increase students' reading proficiency. Efforts are concentrated on three approaches. The first approach is designed to help faculty members and volunteers promote reading skills. Inservice training emphasizes diagnosis and remediation and consists of sessions for volunteers and the entire faculty, a preschool workshop for language arts teachers, miniworkshops, demonstrations for small teacher groups, and faculty visits to other schools and projects. The second approach involves students with severe reading problems. After testing, students are given clinical aid and tutored on a one-to-one basis in reading laboratories. The third approach involves all students and is aimed at increasing interest in reading. All students take a course in reading for enjoyment and record their goals and progress. Activities such as video-taping of plays and skits, writing original stories, and keeping a vocabulary notebook are part of the course. (WR/AIR)

ED106827

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Communication Skills Improvement Center

Title III, E.S.E.A., #22-72-27-0

APPLICATION FOR CONTINUATION
APRIL 30, 1974

Submitted to:

State Department of Education

West Junior High School

BEST AVAILABLE COPY

Submitted by:

Mr. Rex Engelking, Grant Administrator
Mrs. Erva J. Verner, Project Director

CS 001 820

Printed by

MIGRANT EDUCATION RESOURCE CENTER

312 Third Street South
Nampa, Idaho 83651

TABLE OF CONTENTS

		Page
PART I:	Statistical Report	1
PART II:	Progress and Activity Report	5
PART III:	Dissemination Report	53
PART IV:	Proposed Budget Summary	60
APPENDIX		

PART I

APPLICATION FOR CONTINUATION

STATISTICAL REPORT

ESEA TITLE III PROJECT APPLICATION
PART I

STATISTICAL DATA

Elementary and Secondary Education Act, Title III, P.L. 89-10, As Amended

SECTION A - General Project Information

1. REASON FOR SUBMISSION OF THIS FORM (Check one)

a. ☐ INITIAL APPLICATION FOR TITLE III GRANT

b. ☒ APPLICATION FOR CONTINUATION GRANT
If Application for Continuation Grant is preceded by Planning Grant, give:
1. Grant No. _____
2. Period: From _____ To _____

c. ☐ END OF PROJECT REPORT
Project Number _____

2. MAJOR DESCRIPTION OF PROJECT:

Check one category below which best describes your project. If categories do not apply, check Not Applicable.

a. ☐ Central City

b. ☐ Geographically Isolated

c. ☐ Programs for Minority Groups

d. ☐ Pre-Kindergarten Program

e. ☒ Not Applicable

3. PROJECT TITLE (5 words or less)

COMMUNICATION SKILLS IMPROVEMENT CENTER

4. NAME OF APPLICANT (Local Educational Agency)

Nampa School District No. 131

5. ADDRESS (Number, Street, City, State, Zip Code)

Route 4, Box 4139
Nampa, Idaho 83651

6. NAME OF COUNTY

Canyon

7. CONGRESSIONAL DISTRICT

First

8. NAME OF PROJECT DIRECTOR

Erva J. Verner

9. ADDRESS (Number, Street, City, Zip Code)

West Jr. High School
808 Central Midland Blvd.
Nampa, Idaho 83651

PHONE NUMBER
467-2118
AREA CODE
208

10. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)

Rex E. Engelking

11. ADDRESS (Number, St., City, Zip Code)

Route 4, Box 4139
Nampa, Idaho 83651

PHONE NUMBER
466-8453
AREA CODE
208

12. POSITION OR TITLE

Superintendent of Schools

I hereby certify that the information contained in this application is, to the best of by knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED
Rex Engelking	April 30, 1974

13. MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL ADA / / OR ADM. / / EXPEND. OF NON-FEDERAL FUNDS

a.	SECOND PRECEDING YEAR FISCAL YEAR ENDING JUNE 30, 1972	$ 490.90
b.	PRECEDING YEAR FISCAL YEAR ENDING JUNE 30, 1973	$ 534.29
c.	ESTIMATED CURRENT BUDGETED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1974	$ 611.26

14. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED _____

15. TOTAL NUMBER OF LEA'S SERVED _____

SECTION B - Title III Budget Summary for Project

1.	PREVIOUS GRANT NUMBER	BEG. DATE (Mo., Year)	END DATE (Mo., Year)	FUNDS REQUESTED
a. Initial Application or Resubmission				
b. Application for First Continuation Grant				
c. Application for Second Continuation Grant	22-72-27-0	7-1-74	6-30-75	$28,000.00
d. Total Title III Funds				

2. COMPLETE THE FOLLOWING ITEMS ONLY IF THIS PROJECT INCLUDES IMPROVEMENTS TO SITES, REMODELING, OR LEASING OF FACILITIES FOR WHICH TITLE III FUNDS ARE REQUESTED. LEAVE BLANK IF NOT APPROPRIATE.

TYPE OF FUNCTION	TITLE III FUNDS REQUESTED
a. REMODELING ($2,000 or less)	$
b. REMODELING (over $2,000)	$
c. LEASING	$
d. IMPROVEMENTS TO SITES	$

SECTION C - Total School Enrollment and Project Participants

1.		PRE-K	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULTS (exclude teachers)	TEACHERS ENGAGED IN IN-SERVICE TRAINING	TOTALS
a. School Enroll. in Geographic areas served	(1) Public		45	2869	2970			5884
	(2) Non-Public		265	256	177			698
b. Persons Participating in project	(1) Public				797		31	828
	(2) Non-Public							
	(3) Not Enrolled							

2. TOTAL NUMBER OF PARTICIPANTS 828.

SECTION C (Continued)

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	Farm	Non-Farm	Central-City Low-Socio-Econ. Area	Other Central City	Other Urban
Percent of Total Number Served (Based on Total Number in Sec. C1b.)	15%	10%			75%

SECTION D - Title III Project Staff - All Projects Active During Fiscal Year
Personnel Paid by Title III Funds

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired for Project			
	Number Full-Time	Part-Time		TOTAL FULL TIME EQUIV. (Col. 2+4)	NO. FULL-TIME	Part-Time		TOTAL FULL-TIME EQUIV. (Col. 6+8)
		No. of PERSONS	FTE			No. of PERSONS	FTE	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION/ SUPERVISION						1	.50	.50
2. TEACHER: (a) Pre-Kindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other								
3. SUBJECT MATTER SPECIALISTS (Artists Scientists, Musicians etc.)					1			1
4. TECHNICIANS (Audio-Visual, Computer, Specialists, etc.)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. MEDICAL AND PSYCH. PERSONNEL								
7. RESEARCHERS, EVALUATORS								
8. PLANNERS AND DEVELOP.								
9. DISSEMINATORS (Writer Publ Rel Personnel, Editors, etc.)								
10. Other Professional								
11. Para-Professional, Teacher Aides, etc.								
12. Other Non-Prof. (Cler., Bus Drivers, etc.) Project Secretary					1			1

SECTION . - Services Offered, Persons Directly Served, and Estimated Cost of Services - All Projects Active Du ng Fiscal Year - Total Number of Participants (Persons May be Counted More Than Once)

MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				NO. OF NON-PUB. PUPILS	ADULT	TEACHER'S RECEIVING IN-SERVICE TRAINING	ESTIMATED COST (amt. may overlap)
	PRE-K	K	1-6	7-12				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Develop, Plan., Eval, or Dissem. Activities					Evaluation, Dissemination			$ 350.00
2. Better Util of Inserv Ed of Instr Personnel							31	1,500.00
3. Prog for Instit Improv (Org. Admin. Mtg.)						2		800.00
4. Educ. Centers Serving a Large Area								
5. Improv or Expand Curr								
Arts (Music Theater etc)								
Language Arts				797				3,000.00
Foreign Languages								
Mathematics								
Science								
Soc. Stds/Humanities								
Vocational/Ind. Arts								
Other - Specify Tapes, Batteries, T.V. Tapes,				797				1,500.00
6. Educ. Technology Media	Maintenance of Equipment							
Computers								
TV/Radio								
Other - Specify								
7. Improv Classroom Instr.								
Flex.Sched, Ind.Instr.								
Other - Specify								
8. Remed. & Spec. Education								
Handicapped								
Gifted								
Remedial Reading				90				2,000.00
Speech and Hearing								
Other - Specify								
9. Pupil Person. Services								
Guidance								
Social Work								
Health								
Psychological								
Attendance								
10. Comm. Serv. or Partic.								
11. Meet. Crit Educ Needs								
Central City								
Geograph, Isolated								
Minority Groups								
Early Childhood								
12. Summer Programs								

PART II

APPLICATION FOR CONTINUATION

PROGRESS AND ACTIVITY REPORT

Application for Continuation

Part II

PROGRESS AND ACTIVITY REPORT

I. PROGRAM OBJECTIVES

A. Document changes or additions to the program objectives.

No changes or additions have been made during the 1973-74 school year.

B. Explain the progress made to date toward achieving each objective.

1. Element: Provision of material to increase interest in and attitude toward reading.

QUANTITATIVE MEASURES

Objective 1.1 *Students at West Junior High School will voluntarily choose books for recreational reading at the rate of 10 per pupil during the 1973-74 school year.*

The plan to measure students' interest in reading through library check-out records does not reveal all the reading done by Junior High School students, but it is one way in which changes in reading habits may be assessed.

Records of books checked out have combined three sets of data. The media specialist, Mr. Dale Buzzell, maintains a conventional library check-out desk in the Resource Center. Cards in all hardback books checked out by students are stamped with a due date and the student's name is entered on the card by Mr. Buzzell or one of his designated assistants, an aide or a student. The card is retained in the Resource Center. The due date is also stamped on the place provided in the book. Books checked out may be kept for two weeks. Fines of five cents per day are charged for overdue books.

Paperback books have been supplied in abundance and are displayed on open racks throughout the Resource Center. These books are checked out by students themselves. Three file boxes, one for each grade, contain cards alphabetically arranged for all students in that grade. The boxes are kept on the project secretary's desk, located near the center of the activity area in the Resource Center. Students find their own cards and enter the titles of the paperbacks they have chosen. When students return books they locate their cards, cross off the titles being returned and place the books in a box designated for returning paperbacks. No due dates are stamped; no fines are charged. Mrs. Marilyn Bieker, project secretary, answers questions and provides informal guidance in maintaining the system.

The project has also placed books in the English pod. Racks there are stocked with materials supplemental to the course requirements. The check-out system follows the same informal pattern used for checking out paperbacks in the Resource Center, with English teachers providing the guidance.

The paperback check-out system offers independence and facility in distribution of reading materials. It is perhaps less accurate than the system for checking out hardback books, but it is believed that the system has promoted more circulation of materials. Hopefully, more circulation also means an increase in the amount of reading done by students. Last year's average of 16 books per pupil for the year, compared with an average of 3 books per pupil for the year prior to the project, was evidence of the increase.

In mid-April a count was taken of all books recorded on the cards on the secretary's desk and in the English pod. The count was taken by Mr. McMillin and an aide. That total of 8,538 paperbacks was added to the hardback total of 1,297. The combined number, 9,835, extrapolated to account for a full nine months, divided by the student body total of 797 yielded an average number of books per pupil checked out this year of 16. Hence, last year's interest has been maintained but not exceeded according to records of books checked out by pupils.

Objective 1.2 *Improved attitude toward reading will be indicated by minimal 50-point increase on each item measured by the Estes' Scale to Measure Attitude Toward Reading.*

The first year plan called for use of this instrument on a pretest and posttest schedule. Increases were computed by comparison of mean scores; increases averaged 30 points per item, although the 50-point increase was obtained on four items.

The *Estes' Scale* was administered a third time on April 11, 1974 to all students present in English classes on that day. The teachers of those classes administered the *Scale* after a period of discussion and instruction by the project director. Students were not required to put their names on the papers. Scores for seventh, eighth, and ninth graders were tabulated separately. Tabulations were done by a parent volunteer working under Mr. McMillin's direction.

Results are shown on the following pages.

TITLE III, E.S.E.A.
COMMUNICATION SKILLS IMPROVEMENT CENTER
April 1974
STUDENT QUESTIONNAIRE

(ESTES SCALE)

DIRECTIONS: Please mark with an X the view which most clearly describes your feeling concerning each attitude. There are no right or wrong answers. Please be completely honest and do not sign the questionnaire.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	RAW SCORES				
	A	B	C	D	E
1. Reading is for learning but not enjoyment.	18	12	33	221	281
* 2. Money spent on books is well-spent.	113	304	96	24	28
3. There is nothing to be gained from reading books.	20	12	26	188	319
4. Books are a bore.	30	25	125	206	179
* 5. Reading is a good way to spend spare time.	182	251	54	41	37
6. Sharing books in class is a waste of time.	38	61	131	222	113
* 7. Reading turns me on.	53	133	175	111	93
8. Reading is only for grade grabbers.	20	17	51	242	235
9. Books aren't usually good enough to finish.	29	57	89	215	175
* 10. Reading is rewarding to me.	140	198	143	55	29
11. Reading becomes boring after about an hour.	62	115	107	181	100
12. Most books are too long and dull.	53	80	121	202	109
13. Free reading doesn't teach me anything.	32	49	72	233	179
* 14. There should be more time for free reading during the school day.	190	128	106	72	69
* 15. There are many books which I hope to read.	190	230	80	44	21
16. Books should not be read except for class requirements.	26	21	34	195	289
17. Reading is something I can do without.	23	35	63	182	262
* 18. A certain amount of summer vacation should be set aside for reading.	55	138	140	95	137
* 19. Books make good presents.	86	233	151	50	45
20. Reading is dull.	37	28	96	199	205

* Postive Items

ESTES' SCALE TO MEASURE READING ATTITUDE
Comparison of Scores Showing Gains/Losses
Two Year Period

	1	2	3	4	5
Item	Raw Data Spring '72	Raw Data Spring '73	One Year Gain/Loss	Raw Data Spring '74	Two Year Gain/Loss
1	1675	1726	+ 51*	1826	+151*
2	1522	1492	- 30	1610	+ 88*
3	1793	1814	+ 21	1852	+ 59*
4	1643	1625	- 18	1633	- 10
5	1601	1590	- 11	1650	+ 49
6	1507	1473	- 34	1508	+ 1
7	1195	1197	+ 2	1229	+ 34
8	1702	1716	+ 14	1763	+ 61*
9	1617	1591	- 26	1608	- 9
10	1324	1489	+165*	1546	+222*
11	1373	1324	- 49	1438	+ 65*
12	1437	1414	- 23	1451	+ 14
13	1659	1609	- 50	1630	- 29
14	1639	1507	- 32	1499	-140
15	1533	1600	+ 67*	1669	+266*
16	1750	1770	+ 20	1799	+ 49
17	1639	1666	+ 27	1743	-104*
18	1208	1725	+517*	1181	27
19	1452	1523	+ 29	1474	+ 22
20	1629	1609	- 20	1652	+ 23

ONE YEAR SUMMARY

Total Gain per Test	620
Average Gain per Item	31
*Items Showing 50 Point Increase	4/20

TWO YEAR SUMMARY

Total Gain per Test	993
Average Gain per Item	50
*Items Showing 50 Point Increase	8/20

Interpretation of scores on the *Estes Scale* has presented some difficulties. Some of the data collected in the spring of 1973 is missing. The pretest data, derived from the 1971-72 needs assessment, is complete. The spring 1973 raw scores and the size of the population tested are unknown. Scores for spring 1974 were collected on a population of 565. Those scores were divided by three fourths to produce data comparable to the population of 420 from which the 1971-72 data were computed. Further computations used weighted scores of positive and negative items to produce the figures in column 4.

The chart on the preceeding page summarizes the results. A total gain of 993 points shows an average gain of 50 points per item. Eight items show an increase of more than 50 points. The one-year gain of 373 points, a gain of 19 points on the average score per item, and an increase of 50 points or more on twice as many items shows growth during the past year.

Objective 1.2 *A supplemental measure.*

Interviews of 20 students chosen randomly during a regular school day provided an additional evaluation of student attitude. Conducted by a college student from Northwest Nazarene College as an activity for her field experience time, the report is reproduced here.

Pupil Interviews

Miss Barbara Olson, a Junior at Northwest Nazarene College, conducted interviews on April 11, 1974, with 20 pupils chosen at random throughout the day from among the pupils in the Resource Center. Her report as presented to the Reading Resource Specialist follows.

Number of students interviewed 20

7th	8th	9th
Gayle Cornell	Debbie Willcox	Terry Englehardt
Richard Bean	Tim Long	Kim Taylor
Pamela DeLay	Les Moon	Tina Maestas
Tony Keen	Diane Stevenson	Loren Sandy
Kelley Murphy	Wayne Frankie	Laurie Murphy
James Gash	Christie Zeltner	Carrie Bodle
Stanley Weeks		Patrick Niland

Mini-Course Reaction

Courses Liked Best	Number of Students
Resource Center	8
Oral Interpretation	2
Communications	1
Adventure Stories	2

Courses Liked Least	Number of Students
Grammar	4
All Courses	2

Reading Habits

Speed Increased	Comprehension Increased	Remained Same
18*	10	2

*One student expressed that she can read better than before.

Reading Counselor

Helpful	Not Helpful
18	2

The students interviewed explained what they thought the purposes of the mini-courses are. On the whole the students expressed that the shorter courses give them more variety in learning and help hold their interest better than one class for the entire year with the same teacher. Although some courses are liked better than others, i.e., Oral Interpretation is liked better than Grammar, the students realize that they need to have a good education. Most students liked working in the resource center the most, because they could set their own goals and work by themselves.

By working in the resource center with the equipment and the aid of the teachers the majority of the students felt that they increased their rate and comprehension in reading. Several stated however, that they did not read as fast in books as they did when using the controlled reader.

Most of the students felt that the conferences with Mrs. Laird, the reading counselor, helped them to understand more and to get different ideas on what they had read.

While the resource center is considered to be like a library there were some differences that the students noticed. The controlled readers, video tape equipment, listening tapes and filmstrips are used in the resource center in a classroom setting. Also the students believe that the teacher and aides give more help than is usually found in a library. Another difference is that the paperback books can be checked out by the students themselves with no time limits for when they have to be returned. Several students felt this encouraged them to check out books.

The students felt that some improvements are necessary in the resource center and in the mini-courses. Some of the suggestions were: A wider variety of books available (especially the students with reading problems suggested this), less noise, more films (such as Romeo and Juliet), and the mini-courses should be a little longer to get all of the required work done.

QUALITATIVE MEASURES (*to increase interest in and attitude toward reading*)

a. The Reading Center houses comfortable and attractive furnishings, colorful decorations, abundant books in open racks, combined with an atmosphere that invites participation. The "climate" of the room is designed to stimulate interest in reading.

b. The mini-courses that have been developed by the language arts teachers have kept student interest by changing topics often and by careful selection of courses based on student preferences within the bounds of prescribed scope and sequence. A document prepared by the teachers describes all mini-courses for all three grades, and lists goals for each course. Copies of the complete document are included in the Appendix. A chart showing titles and grade levels for mini-courses is on the following page.

c. The Reading Center Counselor has developed an interview technique which has stimulated students to pursue self-set goals for reading improvement. It has also encouraged students to read many more books. Mrs. Beverly Laird, the reading counselor, has developed questioning techniques that stem from *Barrett's Taxonomy of Reading Comprehension*. A series of questions developed for Mrs. Laird's use is included in the Appendix.

d. A daily period of Uninterrupted Sustained Silent Reading has been maintained since its initiation during the first year of the project. A mid-year evaluation of this activity showed overwhelming faculty support, although three teachers, at their request, discontinued the period. In a girls' P.E. class,

one science class, and one social studies class, students now spend the period writing in logs or journals.

e. A television camera and video tape recorder are in daily use. Devised as an oral language activity, this has been one of the most popular options provided. A time for self-evaluation is structured into the concluding segments of the experience.

f. Cameras with film and flashcubes provide another option. Individuals and groups choose this way of implementing language experience activities.

g. Creative writing activities have increased with the assistance of volunteer aides. After a period of training by Mr. McMillin, mothers, senior citizens, and high school students have elicited ideas and encouraged written responses. This activity is sometimes on a one-to-one basis; sometimes one aide works with a group of two or three students.

COMMUNICATION SKILLS IMPROVEMENT CENTER
TITLE III, E.S.E.A., WEST JUNIOR HIGH

MINI-COURSES - LANGUAGE ARTS 1973-74

	1st Sem.	2nd Sem.
Grade 7 (4½ week mini-courses)	1. Resource Center-Reading 2. Short Stories 3. Spelling 4. Grammar	1. Creative Writing & Speech 2. Resource Center-Reading 3. Dictionary-Library Study Skills 4. Novel-Tom Sawyer
Grade 8 (4½ week mini-courses)	1. Resource Center 2. Short Stories 3. Novel-Time Machine or My Enemy, My Brother 4. Communications Media Radio TV Newspaper	1. Grammar 2. Resource Center-Reading 3. Creative Writing and Speech 4. Spelling-History of English
Grade 9 (3 week courses) 6 choices	1. The Outsiders 2. To Kill a Mockingbird 3. Huck Finn 4. Adventures 5. Mystery Thrillers 6. Romance 7. Classic Plays 8. Superboy-Supergirl (language performance) *9. Short Stories *10. Reading Center *Required	1. Impromptu Writing 2. Reading Center 3. Research Paper 4. Oral Interpretation *5. Grammar or *6. Spelling and Punctuation 7. Poetry 8. Etymology and Word Study 9. Storytelling 10. Superboy-Supergirl (language performance) *Required

2. Element: Provisions for clinical assistance for students with severe reading difficulties.

QUANTITATIVE MEASURES

Objective 2.1 *Students at West Junior High School will show an average gain of 10 months as shown by the Iowa Test of Basic Skills. . . and the Nelson Reading Test.*

During the first year of the project, pretest and posttest scores on both instruments named above were kept for all students. In measuring Objective 2.1 only the scores of students who had received clinical assistance were used to compute the findings shown on the chart of last year's evaluation. On the recommendation of last year's evaluation team, scores of all students are being used this year to compute class means. Since the scope of the project includes all students, this seemed an important addition to the data processed from these two instruments. Present plans call for continued testing of the entire student body using both instruments.

The *Iowa Tests* are administered each spring in a district wide program. Mr. Ray Reed, director of the Pupil Personnel Services, directs the program. At West Junior High School, Mr. Art Latham, counselor, administered the *Iowa Tests*. He directed the test-taking procedures using the school's intercom system. Students in all classrooms took the test simultaneously. Make-up tests for absent students were given on two days of the following week. The tests have been sent to

the test publishers for machine scoring. The projected return date is May 10, hence the data is not available for inclusion in this report. Scores on the reading subtest are the only ones used for project data.

Scores on the *Iowa Test* are given in both grade equivalents and in percentile ranks. For this project, the grade equivalents are used in reporting findings.

The *Nelson Reading Tests* were administered on a pretest, posttest plan during the first year of the project. Tests were administered in September, 1973 to the new group of seventh graders. On April 17, 1974 the *Nelson Test* was given to all students. Form B was used in September; Form A was used in April. Mr. McMillin handled the administration of the tests on both occasions, using the English pod area to give the test simultaneously to four classes. Make-up tests for absent students were given the week following the main effort. Scoring was done by trained aides under Mr. McMillin's direction.

This test yields three scores, each expressed in both percentiles and grade level equivalents. As with the *Iowa Test*, grade level equivalents are used for gathering data for this project. Scores are obtained for vocabulary and

paragraph comprehension; a composite reading score is also given. Last year only the composite scores were utilized. Since vocabulary scores correlate with *Iowa Test* scores better than do paragraph comprehension scores, an effort is being made to make all scores available for possible analysis. Parent aides have assisted during the past months in recording all available data on computer record forms.

As scores on the *Iowa Tests* and the *Nelson Tests* become available results will be forwarded as an insert to this document.

QUALITATIVE MEASURES (To provide clinical assistance for poor readers.)

a. The laboratory equipment provided by the project includes controlled readers, filmstrip projectors, film loops, tape players, listening bars and headsets. Materials for clinical use include skilltexts and cassettes and printed materials classified as high-interest, low-level.

b Screening of students begins with examination of scores on the *Iowa Tests* and the *Nelson Reading Test*. Teacher recommendation, especially that of the reading counselor, Mrs. Laird, and individual testing by one of the school counselors are also relied upon in selecting students for clinical services. Diagnostic tests are given. Remedial reading instruction is an individualized process.

c. Use of the equipment and materials by students requires more personal attention than classroom teachers are usually able to give. The success of the clinical aspect of this project is due in large part to the aides who give students the personal attention needed. Students from Northwest Nazarene College's courses in the teaching of reading have been very effective in this role. Some of the parents, senior citizens, and high school students also perform effectively in this role.

d. A developmental reading course has been set up. An elective for seventh graders, this semester course provides special help for poor readers in a different setting than the clinical treatment. The course has also attracted some students who read well. For these students, help in increasing their skills in reading and in expanding their reading experiences make the course beneficial.

3. Element: Increased teacher competency in teaching reading related to content subjects.

QUANTITATIVE MEASURES

Objective 3.1 *In a pre-post evaluation situation, teachers will evidence improved competency in teaching reading skills related to their particular disciplines according to the following criteria:*

a. *Personal interviews with the teachers will be made according to a self-developed questionnaire prepared by the project director.*
b. *An improvement of one category shall be shown on Peifer's Guide for the Self-Analysis of Reading Programs - Reading in Content Areas.*

Last year's plan depended on improvements in scores on *Peifer's Guide*, the only instrument found at that time which seemed capable of tapping the intent of the third objective. This instrument was designed for use by a skilled observer of reading programs. Its use as a pre-post instrument completed by teachers was inappropriate. The deficiency was recognized by Mrs. Darlene Fulwood, first year director and project author, and reflected in the restatement of

Objective 3.1 as it appeared in the *Application for Continuation*, submitted April 30, 1973.

Paper and pencil questionnaires concerning project objectives were used in fulfillment of 3.1a above. Positive responses from 75% of the faculty was set as a goal. Questionnaires were prepared by the project director and distributed to faculty members on April 4 by Mr. McMillin. A copy of the questionnaire showing a tabulation of responses is on the following page

The questionnaire was distributed to 24 full time faculty (four teachers serve half-time at West, half-time at South Junior High). Return of questionnaires was voluntary; no signatures were required. Twenty questionnaires were returned with 37 comments.

Tabulations show all twenty teachers agree that goal one (Provision of materials) is being met. Comments were made on twelve papers; all of the comments were positive.

Responses to the second goal (Assistance to students) were 18 affirmative, one negative, one "I don't know" response. Twelve comments were made, 11 positive.

Responses to the third goal (Assistance to teachers) show 19 affirmative responses, 1 negative response. Thirteen comments were made, 12 positive.

The questionnaire confirms the positive and cooperative attitudes which have been cited as a strength in project development.

FACULTY QUESTIONNAIRE

TITLE III, E.S.E.A.

COMMUNICATION SKILLS IMPROVEMENT CENTER

The Title III project here at West has three major elements, stated below. Please check yes or no under each statement according to whether or not you think the Title III activities and equipment have brought about improvement in this area. You are invited to make brief comments about each element on the spaces provided.

1. Provision of materials to increase interest and attitude in reading.

   Yes 20 No 0

   Comment: Positive 12 Negative 0

2. Assistance for students with severe reading difficulties.

   Yes 18 No 1 (one "I don't know.")

   Comment: Positive 11 Negative 1

3. Assistance to teachers in reading related activities.

   Yes 19 No 1

   Comment: Positive 12 Negative 1

No Signature Necessary

QUALITATIVE MEASURES (*To assist teachers in implementing reading skills in content areas.*)

a. A preschool workshop was held with the language arts teachers for a week prior to the opening of school. The main thrust of this experience was to develop the mini-course system more efficiently.

b. A second staff development program was planned around the material that is available to help teachers implement reading and make classroom use of the multi-media equipment available. During October curriculum displays were set each week. Science materials were examined the first week; language arts, mathematics, and social studies materials were each displayed for one week. Faculty members from South Junior High were invited to share in the examination of materials. Positive interaction between the staffs of the two schools provided motivation. Use of the materials provided by the project increased after the displays.

c. On March 26 and 27 an in-service was conducted for the entire staff on the subject of how to deal with learning disabilities in the classroom. The sessions were structured around class organization and cross age tutoring as techniques for integration of pupils with learning problems. Two guest speakers contributed, Dr. Ruth Waugh, director of the DeBusk Center and University of Oregon faculty member and Mr. Ken Howell, instructor at the University of Oregon.

d. As a way of motivating slow readers, tapes were made of all assigned literature in the English department. Use of the tapes sparked interest in taping textbooks in other subject areas. Tapes of social studies and science textbooks are now available for all classes at West. The taping has been done principally by volunteers, however the use of such tapes reflects concern among teachers that some students benefit from such help in fulfilling the reading assignments they make.

e. An effort designed for staff development has been an ongoing program of personalized in-service. A list of staff development topics was prepared by Mr. McMillin. The list was arranged to allow the staff to prioritize the topics. The course list appears on page 36. Course descriptions are included in the appendix.

f. Staff development has also focused on the staff of seventy volunteers. The volunteer staff is made up of Northwest Nazarene College students, Nampa Senior High School students, parent aides, and senior citizen volunteers. All are given a basic orientation concerning the project and the role they can have in the total organization. Then, depending on the extent of the volunteer's involvement, they engage in additional training concerning their chosen role.

The work of these volunteers has made possible a high degree of individualization. Capable students have been encouraged in extra activities; less able students have received special help according to their needs. A total of 70 volunteers have contributed 1900 hours up through March 1974. The chart below shows the number of volunteers in each of four classifications and the hours contributed by each:

	Number of Volunteers	Hours Contributed
Parents	30	986
Senior Citizens	4	104
NNC Students	20	602
High School Students	16	217
Totals	70	1909

C. Summarize the internal evaluation to date.

1. 1972-1973 evaluation results are charted on page 27.

2. 1973-1974 results are incomplete. The summary below gives all available data.

Objective 1.1a uses library records. Results show the rate of 16 books per pupil per year, attained last year, has been maintained.

Objective 1.1b uses the Estes' Attitude Scale. A total gain of 993 points and an average gain of 50 points were computed from comparison of 1972 and 1974 data. Eight of twenty items showed increases of 50 or more points.

Objective 2.1 uses the Iowa Tests and the Nelson Reading Tests. Results are not yet available on these instruments.

Objective 3.1 uses a teacher questionnaire. Results show positive reaction to project goals being implemented. (eighteen of 20 responses were positive.)

A Note Concerning Attainment of Objectives:

To assume that changes in student and teacher performance have been caused by intervention of project activities rather than by other factors is a difficult claim to substantiate. The goals of this project are broad, involving the total student population and the entire faculty at West Junior High. Project activities center in the language arts area, hence the four teachers directly involved have received most concentrated project assistance, but their practices have been willingly shared with faculty in other content areas and faculty from other schools. The philosophy under which the project was written and under which it has functioned is that exemplary materials and innovative techniques would bring about positive changes in both teachers and pupils.

First Year Evaluation Results (1972-73)
Communication Skills Improvement Center
Title III ESEA, West Junior High School, Nampa

Objective	Evaluation Strategy	Projected Goal	First Year Results	Summary
1a. Increase student interest in reading	Comparison of library check-out records	Increase from 3 books per pupil (in 1971-72) to 10 books per pupil per year	Average of 16 books per pupil for 1972-73 school year	Goal exceeded by 60%
1b. Increase student attitude toward reading	Estes Reading Attitude Scale, pre and post testing	Increase an average of 50 points per item (20) from pretest scores to posttest scores	Average increase of 31 points per item; 4 items increased by more than 50 points	Increase showed 40% less than projected increase
2. Increase skill of students selected for clinical assistance	Comparison of fall and spring scores of Nelson Reading Test and Iowa Test of Basic Skills	Gain of 10 months from September to April test scores.	Combined scores show: 11.3 month gain for 7th graders .5 month loss for 8th graders 10.4 month gain for 9th graders	Goal reached by 2 of the grade level groups of selected students
3. Assist Teachers in becoming implementers of reading	Comparison of pre and posttest scores of Peifers Self-Analysis of Reading Programs	Improvement of one category in each of four areas as shown by pre and posttest results	Posttest scores nearly identical with pretest scores	No change shown

Second Year EVALUATION RESULTS (1973-74)

COMMUNICATION SKILLS IMPROVEMENT CENTER
TITLE III ESEA, West Junior High School, Nampa

Objective	Evaluation Strategy	Projected Goal	Results	Summary
a. Increase student interest in reading	Comparison of library check-out records	Show an average of 10 books per pupil checked out during 1973-74 school year	Average of 16 books per pupil checked out during school year	Goal exceeded by 60%
b. Increase student attitude toward reading	Comparison of scores on Estes Reading Attitude Scale, April 1973 with April 1974	Increase in mean scores of 50 points per item (20) from pre-test scores	Increased mean of 50 points per item; 8 items increased by more than 50 points	Goal Achieved
a. Increase reading skill of students in clinic	Comparison of April 1973 and April 1974 mean scores on Nelson Reading Test (and Reading subtest of Iowa Tests of Basic Skills, when available)	Mean gain of 10 months	Mean gains for students in clinic: Nelson Test only 9 months for 7th graders 9 months for 8th graders 17 months for 9th graders Total mean gain, 11 months	Goal for total group and for 9th graders achieved
b. Increase reading skill of all students			Mean gains for all students: Nelson Test only 16 months for 7th graders 10 months for 8th graders 9 months for 9th graders Total mean gain, 12 months	Goal for total group and for 2 groups achieved
3. Assist teachers in becoming implementers of reading	Questionnaires to assess faculty awareness of project goals	Positive responses for 75% of full-time faculty	Questionnaires returned (20 of 24) showed: 57 positive responses 3 negative responses 35 positive comments 2 negative comments	Goal exceeded

TITLE III, E.S.E.A.
COMMUNICATION SKILLS IMPROVEMENT CENTER

Additional Data

STUDENTS IN CLINIC 1973-74

Grade	7	8	9	Totals
Number of students classified in clinic	24	52	19	95
Number who gained to within 1 year of grade level	4	10	9	23
Number who gained 2 years or more	2	7	8	17

II. PROGRAM EFFECTS

A. Report the effect of the project to this point on the educational institutions or agency by discussing what you consider to be the greatest change resulting from the project.

Creation of the "Communication Skills Improvement Center," specified in the project title, has been the principal goal of the project. Known to students and staff at West Junior High as "the Resource Center," it has become the multi-use hub of curricular activities at West.

The furnishings and architictural design contribute to the effectiveness of the room. The carpet and acoustic ceiling make it possible to carry on multiple activities with a minimum of distraction and sound interference. The arrangements of shelves, tables, study carrels, and listening tables contribute to the functionality.

A typical period on an average day may find The Center being used by 50 students and 7 to 10 adults. Some students would be reading books or magazines. Others would be using film strip projectors or controlled readers. Still others would be using headsets and tapes for listening activities. Another group would be in the corner video-taping an oral language activity. Another group might be involved in research for a science project.

Of the adults, two or more would be volunteers who might be working with individual students. Other volunteers might be recording data for project evaluation or checking out equipment and materials. Mrs. Laird, one of the teachers, would be conducting a conference with a student, discussing his reading, encouraging him to set goals for improvement and enjoyment. Another teacher, Mrs. Mathisen, would be distributing materials and supervising a class in developmental reading. The project secretary, the media specialist, the resource specialist would be answering questions, encouraging and supporting students.

The Resource Center is a busy place. It is truly a "Communications Skills Improvement Center."

B. Report the effect of the project on the cooperating agencies by (1) listing the agencies and (2) describing the results of involvement and/or cooperation.

1. School District No. 131 is the local education agency in which the Title III project operates. Administratively, the project has been judged worthy of support and emulation. District funds are being used to create a similar set-up at South Junior High School. At Nampa Senior High School a Media Center designed to provide similar services for senior high students is being planned for construction this year.

The high school encourages its junior and senior students to serve as aides in the project. Beginning in the fall, school credit will be offered to students who elect to participate in a program of training and service in the Resource Center.

Sharing curricular concerns at Title III sponsored in-service sessions was one of the factors resulting in the formation this year of a Secondary Curriculum Committee. Through efforts of the committee, secondary teachers in all subject areas have compiled course descriptions and have identified goals and objectives for their courses. The materials relating to the mini-courses taught in the Language Arts department at West Junior High School are included in the appendix of this document.

The elementary schools in the district have shared in the in-service programs sponsored by the project. Many of the materials

and methods have filtered into the elementary schools. Among them is the establishment of a period of Uninterrupted Sustained Silent Reading in three schools, Eastside, Lincoln, and Central.

2. Title I, E.S.E.A. provides resource teachers in the seven elementary schools and at South Junior High. These resource teachers meet weekly on Friday afternoons for a time of sharing ideas and assessing programs. The Title III reading resource teacher meets regularly with the group. Through these weekly contacts, Title III policies and practices become known throughout the district. The Title III reading specialist has contributed in the selection of elementary textbooks by instructing resource teachers in the use of readability formulas as a tool in the evaluation of textbooks.

Title I funds supply a bi-lingual aide who operates the video equipment which is the core of the oral language activity. One of the alternatives of the "Enjoyment of Reading" mini-course, the T.V. camera has been the most popular of the extra activity options. Working in small groups, supervised by the Title I aide, students plan and execute an oral activity, then watch themselves on the replay. Self-improvement and self-evaluation are built into the activity.

The Migrant Education Resource Center is another Title I agency involved in the Title III project. The MERC serves fourteen

counties in southwestern Idaho. It's curriculum and film libraries, the photographic and graphic arts services, and the printing department have all provided assistance and implementation for the Title III project.

Title I also provides a Summer Migrant Program which is conducted at West Junior High School. This provides an opportunity for informal in-service as a group of teachers not regularly employed at West works in the environment and with many of the materials provided by the project. Many migrant students also benefit. The summer program focuses on language development and the Resource Center at West is well equipped to encourage such growth.

3. The Volunteer Action Center has cooperated with the project through its Retired Senior Volunteer Program, known as R.S.V.P. The three senior citizens who have been involved in the Title III program through participation in this agency have provided inspiration and genuine assistance to students and staff members. For example, one eighth grade boy must look forward to his sessions with a senior volunteer. The clean shirt and carefully groomed hair are visible signals that this is his day to work with that elderly lady.

4. Northwest Nazarene College is another agency which involves itself in cooperating with the Title III program. Dr. Paul Miller, director of teacher education at NNC, serves on the Title III advisory committee. Students in college classes concerned with the teaching of reading serve as aides and reading counselors in the clinic operation of the project.

5. Title VII, Civil Rights Act, has funded a bi-lingual program in Nampa which includes a classroom at West Junior High School. The program has had positive influence on both Mexican students and Anglos, according to Mrs. Viola Ormesher, counselor at West. The Title III project has assisted in several ways, including video camera taping and playback of class activities.

C. List the strengths of your project to date.

1. The Resource Center is the embodiment of project goals as outlined in the original proposal. A "Communication Skills Improvement Center" has been established. It is the most visible strength of the project.

2. Less visible, but crucial to the effective use of the Resource Center, is the role of the Reading Resource Specialist. Coordination of space and activities, assistance to teachers with materials and methods, awareness of equipment use and extension, these are tasks which could not be accomplished without a full-time, knowledgeable person. Mr. McMillin came to the project with interest and specialized training in reading. He has grown in effectiveness through project-sponsored participation in International Reading Association conferences.

3. The multi-media materials provided by the project have been an asset to students and teachers. Taping of literary works included in the English mini-courses led to taping of social studies and science textbooks. Slow reading students are now able to listen to tapes as they read the texts. Comprehension has increased, interest has grown. The tapes, made by volunteers, are also being used by students of average ability as a helpful study technique.

4. The daily period of Uninterrupted Sustained Silent Reading has continued to emphasize the importance of reading. Initiated last year, the fourteen minute period begins each afternoon at 2:11. Students are encouraged to carry their reading materials with them. Two classes, boy's P.E. and typing, have discontinued the period. Three classes have instituted a writing activity in lieu of the reading.
5. An in-service schedule set up by the reading resource specialist is included on the following page. Descriptions of the offerings are included in the appendix. The sessions have promoted an awareness of students' reading needs among teachers of all subject areas.
6. The mini-courses developed by the language arts teachers have provided students with a fast-paced series of high-interest subjects. A student survey taken at the end of the third grading period revealed student approval of the mini-course plan. (See mini-course outlines in the appendix.)
7. The oral language activity, an option provided through the "Enjoyment of Reading" mini-course, has produced original skits and plays along with opportunities for students to evaluate themselves and their language patterns.
8. The volunteer program that has developed to implement the Title III program has provided many benefits. The relationships between volunteers and students have made individualization an actuality.

TITLE III, E.S.E.A.

COMMUNICATION SKILLS IMPROVEMENT CENTER

Personalized In-Service

Morning in-service sessions (8:15 - 8:45) are being planned to meet the interests of teachers at West. You are asked to rate the session topics. Designate the areas of your interest by placing a priority number (1, 2, 3, etc) in front of the titles identifying sessions you would like to attend. Following each title is the number of sessions planned for that topic.

_____ Appropriateness of Materials-------3 sessions

_____ Directed Reading Activities--------4 sessions

_____ Informal Reading Inventory---------3 sessions

_____ Learning Vocabulary----------------2 sessions

_____ Developing Word Meaning------------2 sessions

_____ Methods of Textbook Study----------3 sessions

_____ Comprehension Skills---------------2 sessions

_____ Tables and Charts, Maps and Graphs-2 sessions

_____ Content Area Reading Techniques----2 sessions

_____ Reading Rate-----------------------2 sessions

_____ Questioning Techniques-------------3 sessions

_____ Newspapers in the Classroom--------3 sessions

_____ Instructional Objectives-----------3 sessions

_____ Video Taping-----------------------2 sessions

_____ Multi-Media------------------------3 sessions

Recordkeeping chores and assistance with keeping track of materials are other contributions from the staff of volunteers. Community support has resulted from the volunteers' positive attitudes about the students, the school, and the project.

9. The VISIT program, managed by the Title III Dissemination Director at the State Department of Education, has had wide-reaching benefits. The project director and resource specialist have visited other Title III projects, making contacts that provided help in fulfilling project requirements.

The VISIT groups who came to the Title III project at West Junior High made important contributions. Not only were valuable suggestions made by the observers, but there was value in the contacts made between the faculty at West and the teachers from other areas in the state. One result was a heightened awareness among West faculty members of the importance of what the project was doing for the students at West Junior High.

D Briefly describe the problems encountered and project endeavors which have not measured up to expectations. Give reasons for the outcomes.

1. Changing directors as the second year of the project began has presented minor problems. The original goals and objectives have continued to guide the development of an exemplary program. Difficulties with evaluation that were apparent during the project's first year might have been solved more expediently if the same director had followed through.

Evaluation strategy as planned in the original project has been modified and supplemented as follows:

a. The *Estes' Scale to Measure Attitude Toward Reading* (used to measure change in attitude as specified in Objective 1.2) is not a standardized instrument. Not all data from administration of the *Scale* are available. Tabulations from the spring of 1973 omit relevant data such as the number of students taking the test, the raw scores, and conversion data. Hence comparisons of scores from 1972 to 1974 are more reliable comparisons than between 1973 and 1974 scores. The projected increase of 50 points per item per year is stated without explanation. According to the standard deviation figure of 17.1 points (see November 1971 *Journal of Reading* from which the *Scale* was taken) the 50 point increase over a three year period might have been a more reasonable objective.

Two instruments being considered for use in measuring attitudinal changes are *Osgood's Semantic Differential* and the *Hahnemann High School Behavior Rating Scale.*

b. The *Peifer's Guide for the Self-Analysis of Reading Programs* was the instrument identified to measure improvement in teacher effectiveness. It is inappropriate for use by teachers in a pretest - posttest design. However, changes in teacher effectiveness can be inferred from changes in pupil behavior, according to Dr. E. Coston Frederick of Boise State University who served as a statistical advisor in reviewing the project's evaluation strategies. Hence, the *Semantic Differential* and the *Hahnemann Scale* might be used to assess changes in both student attitude and teacher effectiveness.

It is the view of the director that attitudes and behavior are both slow-changing factors. Measuring such elusive factors is a difficult task. Most reliable results, statistically, will result from the data being collected on the students who were seventh graders when the project began. Those students as ninth graders will have had three years of exposure to the Title III project. Changes in their scores from 1972 to 1975 should show the impact of the project more clearly than year to year comparisons of scores.

The data being collected will need statistical analysis to determine the significance of any changes measured. Such treatment will require input from a statistician who can select appropriate computer programming.

The data on student improvement for the past year is not yet available. Last year's data was not completely positive. Two classes improved about as should be expected. One class (eighth grade) showed a slight loss in reading skill. The problem is to find a test which reveals reading ability, and then to give the test in a manner which results in a reliable evaluation of student ability. Teachers, students, and parents comment on noticeable improvements in the amount of reading being done by students and in the improved student attitudes toward school and reading.

The search for more appropriate instruments continues; tabulations from available instruments will continue.

2. Another problem has been the constantly growing need for more materials, especially materials suited for use by students with reading abilities at the extremes of the reading range.

More pupils of low ability are reading more. Their slow increase in ability means they exhaust available materials more rapidly than they are ready to move into more difficult material.

Also, pupils of high ability level read quickly and exhaust the supply of materials at their interest level. Most of the project purchases have been geared to high-interest, low-level use. The need for more material at both extremes is a problem which reflects the successes of the project. Procurement of the needed materials is a budgetary problem compounded by the inflationary changes in all expenses since the original project budgets were submitted early in 1972.

E. Give quantitative and qualitative information on the effectiveness of the project as a demonstration.

PROGRESS AND ACTIVITY REPORT

RE: Title III Communications Skills Improvement Center, Item E:

Evaluation findings for the 3 years of operation must be compiled and compared before a final judgement is made as to the continuation of this project in its entirety after the termination of federal funding.

Data yielded to date shows some excellent results have been obtained in increasing the reading levels of some students. Gains in student attitude as well as a survey of parent reactions to the program are other factors pointing to the contribution this Title III Project is making to the students at West Junior High School. If the findings of resultant evaluations are positive and if funding can be arranged at the local level, the program will be continued as a part of the curricular offerings in this school system.

South Junior High School is now in the process of implementing a program similar to that of West Junior High School. We plan to have it in action during the 1974-75 school term.

Rex Engelking
SUPERINTENDENT

3. List the school districts in your State or outside your State that have adopted your project or elements of your project.

Practices and programs generated by this project that have been adopted by other school districts have been mentioned in some of the reports required of visitors who come under the sponsorship of the Title III VISIT program. From those reports the following excerpts alluding to adoption of practices observed at West Junior High School, are offered as evidence.

Excerpts from VISIT Reports

Pertaining to Implementation of Project Activities in Other School Districts

From Shirlee Robertson
Irving Junior High School
Pocatello School Dist. #25
February 12, 1974

Another recommendation I have concerning the applicability of this program concerns a mini-course they offer to all levels and abilities of students. It is entitled "Reading for Enjoyment." This course combines filmstrips, vocabulary, increased reading proficiency and comprehension through the reading of books based on individual interest of the student. I feel this would be an excellent way to increase all student's interest in reading and also his reading proficiency.

From Norma Dickau
Irving Junior High School
Pocatello School Dist. #25
February 12, 1974

The project could have had several far more descriptive subtitles: Joyous Freedom of Choice, Reading - A Way of Life, Nothing Succeeds Like Success or Volunteers Point the Way to Reading.

All things could have applicability for us in Pocatello. The most obvious and least taxing financially would be the establishment of a volunteer corp for each school. In-Service workshops would be appropriate for this group along with a lot of TLC. This would yield in personalized attention for our students as well as act as a great P.R. mechanism for our schools.

Another thing we could easily embrace with a minimum of effort and money would be to have an interant Reading Specialist to implement reading programs for non-reading-emphasized curriculum areas such as math and science. Perhaps each of our schools with Title I Reading teachers have the personnel needed but need only to find a legal means to release her for such a project within the school. The object of this idea is to make reading the focal point of the total curriculum.

From Dianne Hampton
Irving Junior High School
Pocatello School Dist. #25
February 12, 1974

My impression of the center was "WOW". One of the teachers who was in the group that went to observe said that I went around all day saying "WOW". That is how I felt!! The new methods, the freedom and creativity of the students and teachers and project deserved high praise! Hats off to West Nampa Junior High!

I have already implemented new ways of using audio-visual material as a result of this visit. The cassette recorder is now being used by my students to give independent book reports when they complete a book. This is a great time saver in the classroom and is very helpful to all concerned. I listen to the book report and then record a comment and a grade on the same tape thus, the child is reinforced immediately through this method.

I think that the volunteer program that was available at the school was a unique situation. Parents, college students and high school students volunteered their time to help do many things in the school. I feel our program could benefit greatly from such a volunteer program.

From Stan Patterson
Challis School Dist. #181
November 26, 27, 1973

We came away with three good ideas:
1. Volunteers to help as reading tutors.

2. Books recorded on cassette tapes. Note: (We have requested the dubbing of seven tapes the Nampa project has produced for our own use. We will produce tapes of our own and share with them.)

3. U.S.S.R. Program. I think Uninterrupted Sustained Silent Reading has a part in the curriculum to make everyone in the school aware of the importance of reading.

From Ethelella Jarvis
Challis School Dist. #181
November 26, 27, 1973

The main idea that we carried home was to branch off and try a couple of groups of remedial reading. Numbers of students dictate that Nampa concentrates on prepared labs and curriculum, with people working through at their own rates. We plan to concentrate on the individual with specific skill materials taken from various sources. There can be quite a difference in emphasis if the numbers permit, i.e. our 5 to their 35 in class.

From Mrs. Imogene Harden
Alameda Junior High School
Pocatello Dist. #25

We left with a much better attitude toward teaching and education especially. From our observation we realize that though we do not have funds such as that provided by Title III, other aspects of your program such as the aids could be incorporated into our school and district.

From Ann Adams
Alameda Junior High School
Pocatello Dist. #25
October 31, 1973

There were some things found that could be applied in our own school, district, and community. I think the most important thing is the involvement of resources within the community. With cooperation, Idaho State University

and District #25 could work out a program of aids to all schools within the district. As a recent graduate of ISU it is my opinion that there is not enough "in the classroom" experience given to prospective teachers. On the other hand as a teacher I can say that a college aid could make my programs within my classes more worthwhile and beneficial to my students. In this way both college student and teacher could be aided.

Another aspect that could be used in Pocatello is the use of Senior Citizens. We met one lady while at West that came once a week to help students in creative writing, one of her interests. We, too, could make this a part of our school program.

Lastly, but perhaps more important than any, is the involvement of parents and members of the community. It is my view that if the community is involved in school then the community will support the school whether it is with contributions, voting for bond elections, or donating time.

The visit at West Junior High was both valuable and enlightening.

From Kenneth L. Allen
Alameda Junior High School
Pocatello Dist. #25
October 31, 1973

Reading using the U.S.S.R. period, seemed very successful, especially using material which the students liked to read and know more about. I would very much like to see such a program enacted at all schools, but the biggest and probably the most prohibitive factor would be the cost of continually buying and updating magazines.

West Junior High has done an exceptional job of implementation concerning the reading program, but I think they would agree that it couldn't have been accomplished without the aid of the Title III funds.

Implementation of at least two facets of the program could be incorporated into Alameda, as well as any school, with a positive influence. The volunteer parent worker and the volunteer college student could be of immeasureable help to many departments of a school. If a public-relations manager could be established to work with the parents, college students, volunteers, etc. showing what help was needed, favorable transactions would hopefully result.

From David Feldman
Alameda Junior High School
Pocatello Dist. #25
October 31, 1973

It would seem that here in district twenty-five, although we do not have physical plants like that at West Junior High, we could still enlist the aid of interested parents, citizens and students at Idaho State University in broadening our learning programs.

It is my opinion that the strength of West Junior High's program lies not in its physical plant, but in its utilization of resources and talents which may be readily found in any community.

From Eugene A. Gordon
Shelley Joint School Dist. #60
October 25, 1973

Impression: This was not a magic or way out approach but a realistic method designed to get a job done in a sensible way.

From Mrs. Beverly Handy
Teton Elementary School
St. Anthony Dist. #215
March 8, 1974

I was able to talk with volunteer mothers (aides at West Junior High), and get their ideas (positive) about the project, as well as several teachers who shared (enthusiastically) their ideas and copies of actual working material. This, in turn, I have shared with the principal and teachers in my school at Teton Elementary. Several ideas are now in progress here in these classrooms and will, I'm sure, have positive results.

F. Briefly discuss the projected activities for the next budget period using the following outline:

1. Describe the additional educational needs to be met with the proposed program.

a. More materials are needed for students at both the high and low ranges of ability.

b. Project activities, such as the use of the video camera for oral language development, need to be put in written form with objectives identified and evaluation techniques defined.

c. Closer cooperation between the media specialist and the project staff meeds to be developed with a view to combining the project activities with the operation of the media center.

d. Continued in-service emphasis on the importance of reading in all subject areas needs to be directed to both new and present faculty members. The services available to students in the Resource Center need to be carried into the classrooms; teachers need to be assisted in enriching subject area content and in increasing modes of learning for their students.

e. An improved system of checking out paperback books has been under consideration. A committee including two students from each grade level has suggested a plan

which would reward students who check books back in promptly without penalizing those students who need a book for longer periods.

f. Training sessions for volunteers need to be refined and continued. The breadth of the volunteer program suggests a training plan geared to volunteers ranging in age from sixteen to eighty who will work with junior high students on an individualized basis.

g. An effort needs to be made to share with students the responsibilities for care of equipment. A student-produced review of what has been provided by project funds may be a helpful way to begin the fall semester.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

The needs described above are ways of more adequately meeting the goals and objectives of the original proposal. No additional objectives are needed.

3. State in sequence the activities to be carried out in achieving these objectives.

4. Describe the method and procedures for evaluating these objectives.

Activities including those described in F I are summarized, sequenced, and identified by objective in the chart below.

Objective	Activities	Time
1.1 (Increase interest in and attitude toward reading)	Purchase materials to meet needs of both high and low ability students.	August
	Reading emphasis will continue to dominate in the Resource Center. Paperbacks, magazines, books, reading-related activities will "flavor" the room.	Continuous
	Mini-courses will schedule all students twice yearly into "Reading for Enjoyment."	Continuous
	U.S.S.R. will continue as a school-wide program.	Continuous
	Oral Language activities combined with use of video camera and photography will continue.	Continuous
	Creative writing activities will continue with volunteers providing individualized attention for students.	Continuous

Objective	Activities	Time
	Records of books read will be improved and maintained; records will be correlated with those maintained by the media specialist.	September emphasis; then continuous
	Semantic Differential and/or *Hahnemann Scale* Analyzed.	September and April, 1975
	Estes Attitude Scale will be administered.	April, 1975
2.1 (*Increase student reading skills*)	Identify students who need special help.	September (and and as needs become apparent)
	Train volunteers to assist slow students in skill development.	Emphasis in September; on-going training
	Continue development reading class as seventh grade elective, both semesters.	September, January
	Hahnemann Behavior Scales completed.	September, April

Objective	Activities	Time
	Iowa Tests and *Nelson Tests* administered.	April, 1975
3.1 (Assistance to teachers in implementing reading skills)	Pre-school workshop for language arts teachers; revision and improvement of mini-course offerings; preparation of materials.	August
	Classroom assistance by Reading Resource Specialist in all subject areas.	As arranged
	Visitations by West faculty to other schools; attendance at reading conferences.	As arranged

PART III

APPLICATION FOR CONTINUATION

DISSEMINATION REPORT

Application for Continuation

Part III

DISSEMINATION REPORT

Section A: Summary of dissemination activities

1. Describe methods of dissemination used.

a. A slide-tape presentation was prepared with the help of the MERC and the media department at Northwest Nazarene College. In addition to the copy given to the State Department of Education, an expanded version has been used locally. Presentations of the slides and taped narration include the following:

Nov. 15, Valley Reading Council

Jan. 16, West Junior High Faculty

Jan. 22, Civitan Club

Jan. 25, Title I Resource Teachers

Feb. 13, Retired Teachers

Feb. 22, Elementary Education faculty, Arizona State University, Tempe

Mar. 7, Advisory Council

Mar. 26, Dissemination Conference, Twin Falls

Mar. 29, Dissemination Conference, Moscow

Apr. 18, Ladies Aid Society, Southside United Methodist Church

Apr. 19, Headstart Staff, Nampa

Other showings include:

Orientation for seven VISIT groups

3--Reading Class presentations at Northwest Nazarene College (one each term)

2--Nampa Senior High School presentations

b. A brochure has been produced, written and illustrated by the Title III staff, printed by the State Department of Education.

c. A book of photographs illustrating project activities has been maintained, with copies in the State Department of Education and in the project office at West Junior High School.

d. The project director and the reading resource specialist have met weekly with the Title I resource teachers of District #131. This has permitted sharing of project activities and has stimulated dissemination of project ideas and practices.

e. Participation in the Title III VISIT program has resulted in a total of 33 persons representing 8 different school districts of Idaho spending a day at the project site. Other visitors have also inspected the project. Excluding visitors from within the district, a summary chart gives the figures.

Number of Persons	From	Date of Visit
3	Shelley	10-25-73
4	Pocatello-Alameda	11- 9-73
5	Lewiston	11-20-73
4	Challis	11-27-73
6	Pocatello-Irving	2-12-74
2	St. Anthony	3- 8-74
1	*Potlatch	3-18-74
1	*Moscow	3-28-74
23	**7 districts and Oregon	3-29-74
9	Idaho Falls-Bingham and Bonneville	4-18-74
58 persons	17 districts	10 days

* Not sponsored by VISIT program

** In connection with an Idaho Reading Council (IRA) Drive-In Conference hosted at West Junior High School on March 29 and 30, visitors from all over Idaho and Oregon viewed the Communication Skills Improvement Center. The 23 guests and 7 districts included in the chart represent only guests who received orientation and explanation from the project staff during the school visitation hours on March 29 scheduled by the conference directors. The conference registration was 148. All of those persons had some exposure to the Title III project.

f. Display posters used throughout the West Junior High School building were made at the Migrant Education Resource Center. The staff and facilities of that center have assisted in the dissemination efforts of the project

g. Printed materials produced for dissemination include:

1) Project Abstract

2) Flow Chart of Project Activities

3) Follow-up Committment Chart on Recommendations of Evaluation Team

4) Financial Data

5) Agenda for VISIT teams

6) Title III at West Junior High (an insert in the faculty handbook)

7) Script of slide-tape presentation

8) U.S.S.R. explanation offered to visitors who arrive at school during that period

2. Discuss major reasons for successful and unsuccessful dissemination efforts

The assistance of the Migrant Education Resource Center has been invaluable in production of items for dissemination. The MERC, as it is known locally, is funded through Title I. Its staff includes graphic artists and photographers, typists and printing operators whose skills have been generously shared at minimal project expense.

Any lack of success can be attributed to inadequate time and training. Dissemination activities require preparation time which competes with time required for operation of the project. Most of the dissemination materials were prepared by the project director, who serves the project on a half-time basis.

Local newspaper publicity has increased for the school district as a whole, but articles submitted describing the project have not been printed this year.

Section B: Newsletters or newsclippings

Copies appear on pages 58 and 59.

Section C: Items produced have been placed in the Appendix in this order:

1) Project abstract (3 pages)

2) Flow Chart (2 pages)

3) Commitment Chart (3 pages)

4) Financial Data (2 pages)

5) Agenda for VISIT teams

6) Title III at West Junior High, an insert in the faculty handbook

7) U.S.S.R. explanation for visitors

8) Script of slide-tape presentation (5 pages)

9) In-Service Descriptions

10) Mini-Course Descriptions

Idaho State Department of Education
NEWS & REPORTS
March - April 1974

Title III ESEA

Student at Nampa West Junior High is given assistance in improving her reading skills.

Writing Added to Reading Project at Nampa School

Writing is now one of the activities included in the Title III Project at West Junior High in Nampa which until recently focused principally on reading improvement.

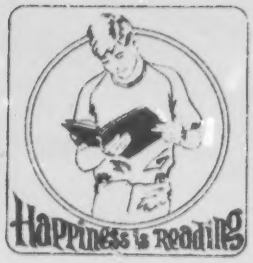
The new emphasis is organized to provide personal interaction between students and adults. Fifteen aides, most of them parents of students at West, have been introduced to their part in the writing activity by Mr. Larry McMillin, reading resource specialist for the Title III project. One aide and one or two students work at small tables near a wall full of pictures designed to motivate the writing. Using techniques which borrow from visual literacy methods and from language experience procedures, the aides lead the students in the creation of written stories.

The writing activity is a part of a mini-course in the English department called "Enjoyment of Reading", taught by Mrs. Beverly Laird. Mrs. Laird conducts her classes in the resource center where the Title III project has had the greatest impact. Media materials and books in abundance have resulted in improved attitudes toward reading among the students.

The Title III project, designed as a three year plan, is in its second year of operation. Mrs. Erva Verner is the project director. Mr. Rex Engelking is the Superintendent of District #131, Nampa.

Idaho State Department of Education
NEWS & REPORTS
Nov. 1973

Larry McMillian, reading specialist, works with students at West Junior High School in the Communications Skills Improvement Center, a Title III ESEA project located at Nampa.



PART IV

APPLICATION FOR CONTINUATION

PROPOSED BUDGET SUMMARY

Concerning the proposed budget:

One change from the approved 1973-74 budget is documented on the following two pages. It was necessary to transfer $1000.00 from the Equipment Fund (Expense Class 8) to the Materials Fund (Expense Class 6). The constantly rising costs of materials and the increasing needs of the project made this necessary.

The proposed budget for 1974-75 reflects not only the inflationary prices of materials but the improved salary schedules in District No. 131.

School District No. 131
FEDERAL PROJECTS
NAMPA, IDAHO 83651

November 20, 1973

Dr. Helen Werner, Title III Director
State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83707

Dear Dr. Werner,

As the second year of our project has progressed we are finding a greater need for materials expenditures than for items classified as capital outlay. Hence, we request the following adjustments in our budget figures:

Page 61
Reduce - Expense Class 8, Equipment for Classrooms, from $ 3,500.00 to $ 2,500.00.
Adjusted total for page 61 . . . . $ 2,500.00.

Page 60
Increase - Expense Class 6, Materials and Supplies, from $ 5,024.00 to $ 6,024.00.
Adjusted total for page 60 . . . .$ 21,444.00.

The above changes retain the total budget amount of $ 30,000.00.

Thank you for consideration in granting these adjustments.

Sincerely yours,

Erva J. Verner
Title III Project Director

EJV/mb

COPY

STATE OF IDAHO
DEPARTMENT OF EDUCATION
LEN B. JORDAN OFFICE BUILDING
BOISE, IDAHO 83720

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 28, 1973

Mrs. Erva J. Verner
Title III Project Director
School District No. 131
806 Central Midland Boulevard
Nampa, Idaho 83651

Dear Mrs. Verner:

Your letters concerning the correction of the total on page 59 of the Title III project proposal and the request to transfer $1,000.00 from the equipment category to materials and supplies have been received and made a part of your permanent file in this office.

Please consider this letter approval for the transfer of funds from the equipment class to supplies and materials.

Dr. Reynoldson will keep you informed concerning the evaluation schedule. I am looking forward to visiting the project after the first of the year.

Best wishes for the Holiday Season and a successful New Year.

Sincerely,

Helen H. Werner

HELEN H. WERNER
Program Administrator
Division of General Services

HHW:lh

PROPOSED BUDGET SUMMARY, OR
EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, as amended

Name and Address of Local Agency
Nampa School District No. 131
Route #4 Box 4139
Nampa, Idaho 83651

Funds for Special Education Programs
for Handicapped Children $_____

PROJECT NUMBER 22-72-27-0 BUDGET PERIOD: Begin 7-1-74 End 6-30-75

Check One / / Proposed Budget Summary / / Estimated Expenditure Report / / Final Expenditure Report

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							
FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIP-MENT	OTHER EXPENSES	TOTAL EXPEND-TURES
		PROFESSIONAL	NON-PROFESSIONAL						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	6,693.00		200.00	277.00	400.00			7,570.00
2. Instruction	200	11,284.00	3,850.00	1,500.00	3,000.00	400.00		396.00	20,430.00
3. Attendance Service	300								
4. Health Services	400								
5. Pupil Transp Serv	500								
6. Operation of Plant	600								
7. Maint. of Plant	700								
8 Fixed Charges (Except 830)	800								
9. Leasing of Facilities	830								
10. Food Services	900								
11. Student Body Activ	1000								
12. Community Service	1100								
13. Improve to Sites	1210C								
14. Remodeling (over $2,000)	1220								
15. Remodeling ($2,000 or less)	1220C								
16. Capital Outlay (Equipment only)	1230								
17. Total Local Expend									
18. Negotiated Budget									28,000.00

19. Unexpended Balance of Funds Authorized for Expenditures: Total of Line 18 minus Total of Line 17 ---------

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

Signature of Person Authorized to Receive Grant

Ray Longelding

Date Reported 4-30-74

63

BUDGET BREAKDOWN

EXPENDITURE ACCOUNT NO. 100

EXPENSE CLASS	Name & Title Purpose or Item	PROJECT TIME Full	PROJECT TIME Part	QUANTITY	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT
3	Salary, Project Director		.5			$ 6,693.00
5	Contracted Services (Computer Analysis of Data)					$ 200.00
6	Materials and Supplies for Dissemination					$ 277.00
7	Travel for Director					$ 400.00

TOTAL BUDGETED AMOUNT $7,570.00

BUDGET BREAKDOWN

EXPENDITURE ACCOUNT NO. 200

EXPENSE CLASS	Name & Title Purpose or Item	PROJECT TIME Full	PROJECT TIME Part	QUANTITY	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT
3	Salary Resource Specialist	1				$ 11,284.00
4	Salary, Secretary	1				3,850.00
5	In-Service Activities					1,500.00
6	Materials and Supplies					3,000.00
7	Travel for Resource Specialist					400.00
9	Equipment Maintenance					396.00

TOTAL BUDGETED AMOUNT $20,430.00

APPLICATION FOR CONTINUATION

APPENDIX

Project Abstract

Title III, E.S.E.A., #22-72-27-0

Title: Communication Skills Improvement Center

1. Target Population

Students of West Junior High School, School District #131

2. Needs Being Met

This project is developed to meet the following identified needs:

a. Improvement of organization and coordination of the West Junior High reading program.
b. Improvement of teaching proficiency in the area of reading.
c. Improvement of reading proficiency of students.
d. Improvement of student attitude toward reading.
e. Procurement of materials and resources to meet individual needs of students.

3. Major Objectives

The major goal of this project is to increase proficiency in reading skills of students attending West Junior High School by:

a. Providing materials to increase skill, interest, and attitude toward reading.
b. Establishing laboratory facilities and providing clinical assistance for students with severe reading difficulties.
c. Assisting all teachers in becoming implementers of reading.

4. Activities to Achieve Objectives

a. Establishment of a Communication Skills Resource Center containing high interest books, magazines and paperbacks for recreational reading, with all students scheduled into the Center receiving individual counseling from the Reading Center Counselor.
b. Instruction for all students in "How-to-read" skills related to content areas.
c. Laboratory services for the severely reluctant reader with clinical assistance from Northwest Nazarene College reading class students.
d. Provision of multimedia, multilevel materials for individualizing in the content areas.
e. Inservice education for the staff
   1. Minicourses were prepared by language arts teachers during a preschool workshop.

2. Inservice sessions for West faculty members taught techniques for assessing readability levels of textbooks.
3. Subject area curricular displays and catalogue distribution arranged.

f. Establishment of a daily period of Uninterrupted Sustained Silent Reading with total school participation.

5. Evaluation Strategy

a. Pre and posttesting with standardized materials, *Iowa Test of Basic Skills* and *Nelson Reading Test.*
b. Internal evaluation using faculty responses to *Peifer's Guide for Self-Analysis of Reading Programs.*
c. Outside on-site evaluation by selected team.
d. Pre and posttesting of students' attitudes toward reading, using the *Estes Reading Attitude Scale.*
e. Library check-out records.
f. Student reading records as maintained by the Reading Center Counselor.
g. Parent survey devised by Reading Center staff.

6. Evaluation Findings

Data yielded during the 1972-73 school year showed the following results:

a. Pre and posttesting of students selected for clinical assistance showed average changes in reading level as follows: 7th graders increased 11.3 months; 8th graders decreased by .5 months; 9th graders increased by 10.4 months. The projected gain of 10 months was met by two of the grade level groups.
b. Internal evaluation by faculty showed nearly identical scores in the pre and posttest findings. The instrument used (see 4b above) has been found to be clumsy and time-consuming. A more appropriate instrument is being sought.
c. Outside on-site evaluation yielded 7 commendations and 17 recommendations, 15 of which are being implemented fully, 2 in part.
d. Gains in student attitude toward reading showed an average gain of 31 points. Four of the 20 items showed gains in excess of 50 points.
e. Library check-out records at West showed an increase from an average of 3 books per pupil per month in 1971-72 to an average of 16 books per pupil per month in 1972-73. This surpassed the goal of 10 books per pupil per month by 60%.

f. Student reading records were initiated by the Reading Center Counselor during the past year. Comparative data will be available in the spring of 1974.

g. A survey of parents taken in April 1973 showed positive reactions to Reading Center activities in all 153 questionnaires returned of approximately 450 distributed.

COMMUNICATION SKILLS IMPROVEMENT CENTER
Mrs. Erva J. Verner, Proj. Director
West Junior High School
808 Central Midland Blvd.
(467-2118)

Rex E. Engelking, Supt.
Rt. 4, Box 4139
(466-8453)
Nampa, Idaho 83651

10-73

Flow Chart
Title III Activities
West Jr. High
1973-74

Objective	Person/s Responsible	Instrument/Procedure to use	TARGET DATES FOR IMPLEMENTATION: Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1.1	Dir. RRS	Examination - Purchase	x	x	x	x	x	x	x	x			
1.2	RCC, Language Team	USSR- Reading Center-Libraries Class		x	x	x	x	x	x	x	x	x	
1.3	Language Arts Team	Student Record Forms		x	x	x	x	x	x	x	x	x	
1.4	Entire Faculty	Resource Cent.-Class.Libraries		x	x	x	x	x	x	x	x	x	
1.5	RRS	Estes Attitude Scale									x		
2.1	RRS, Lang. Arts Team	Diagnostic Instruments		x	x								
2.2	Dir. RRS	Workshop Sessions		x	x								
2.3	NNC Faculty, Dir., RRS	Workshop Sessions		x	x			x	x				
2.4	RCC	Individual Student Conferences		x	x	x	x	x	x	x	x	x	
2.5	Dir., RRS, Teachers	Cameras, TV, Other Media		x	x	x	x	x	x	x	x	x	
2.6	RRS	Iowa Test Basic Skills, Nelson Reading Survey									x		
3.1	Dir., RRS,Lang Arts Tm.	Workshop Sessions	x										
3.2	Dir., RRS	Arranged Visitations	x	x	x	x	x	x	x	x			
3.3	Dir., RRS	Examination, Purchase	x	x	x	x	x	x	x	x	x	x	
3.4	Language Arts Team	Workshop Sessions		x	x								
3.5	RRS., Faculty	Textbooks, Fry formula, SMOG		x	x	x	x	x	x	x	x	x	
3.6	RRS	Workshop, Demonstrations		x	x	x	x	x	x	x	x	x	
3.7	RRS	Assistance in Classrooms											
3.8	Faculty	Arranged Visitations											

School Dist. 131
Nampa Idaho

IDENTIFICATION OF ACTIVITIES SHOWN ON

TITLE III FLOW CHART

1973 - 74, West Junior High

District #131 Nampa, Idaho

OBJECTIVE	ACTIVITY
1.1	Paperbacks, magazines, newspapers, and library books will be ordered and displayed in an attractive manner
1.2	Provision will be made for each student to participate in a recreational reading program
1.3	Student reading records will be maintained
1.4	U-S-S-R will continue as an integral part of every classroom
1.5	Post-evaluation (Attitude Scale) will be administered
2.1	Reading levels and specific skill needs will be identified
2.2	Parent tutors will be trained to work with students
2.3	NNC students will receive instruction in assisting pupils in the Reading Center and in conferencing skills
2.4	Reading Center will continue under the direction of a Reading Center counselor
2.5	Creative activities such as visual literacy will be implemented
2.6	Post-evaluation
3.1	Pre-School workshop will be conducted with the language arts team
3.2	Workshop visitations by director and RRS
3.3	Additional multi-level, multi-media materials will be purchased, including materials for developing reading skills in the content areas
3.4	Minicourses in language arts will be developed including options for Grade 9
3.5	Readability of textbooks will continue to be determined
3.6	Mini-demonstrations and mini-workshops will be conducted by RRS
3.7	Classroom assistance will be given in adjusting instruction for individual students by the RRS
3.8	Visitations by staff members to other schools and projects will be provided as a major in-service thrust

TITLE III. E.S.E.A. . 22-72-27-0

Name of Project COMMUNICATION SKILLS IMPROVEMEN. CENT... Keys to be used in responding to comp...ing ...for... col

Project Director Mrs. Erva J. Verner

Date October 15, 1973

1. High
2. Important
3. Low

Key to person/s responsible:
1. Mr. Burns, Dist. Admin.
2. Mr. Brandt, Principal
3. Mrs. Verner, Project Director
4. Mr. McMillin, Resource Spec.

FOLLOW-UP COMMITMENT ON RECOMMENDATIONS MADE BY ON-SITE EVALUATION TEAM
(once completed and signed, this becomes part of project proposal for fiscal year ____)

Recommendations (number and page)		Accepted yes	Accepted no	Priority	Degree of Implementation fully	Degree of Implementation part.	Degree of Implementation rejtd.	Comments Pertaining to Implementation	Target Starting Date	Target Completion Date	Person/s Responsible
2 .1	page 5	X		2		X		Budgeted amount deleted; volunteers being arranged	10-73	5-1974	3
2 .2	page 5	X		1	X			Advisory Board being reorganized.	9-5-73	10-30-73	2
2 .3	page 5	X		1	X			Presentations to trustees planned: visits of trustees solicited.	9-73	5-1974	3,4
2 .4	page 5	X		1	X			Flow chart now hangs on wall in project office.	8-1973	9-14-73	3
22.5	page 6	X		1	X			Pre-school in-service provided for language arts team. On-going in-service in other content areas	8-1973	5-1974	3,4
22.6	page 6	X		1	X			Materials displayed by content area as well as by catalogue listing	9-1973	11-9-73	3,4
22.7	page 6	X		1	X			Guidelines being revised as program develops	9-1973	11-1-73	1,2,3,4
22.8	page 6	X		1	X			Purchasing, accounting now in Dist. Office	7-1-73	8-15-73	1,3,4
22.9	page 6	X		1		X		Part-time director secured Full-time Sec. transferred to Title III.	7-1-73		1

ITL II S. ., 72- -0

Name of Project COMMUNICATION SKILLS IMPROVEMENT CENTER

Project Director Mrs. ERva J. Verner

Date October 15, 1973

Keys to be used in responding to completing priority column

1. High
2. Important
3. Low

FOLLOW-UP COMMITMENT ON RECOMMENDATIONS MADE BY ON-SITE EVALUATION TEAM
(once completed and signed, this becomes part of project proposal for fiscal year _____)

Recommendations (number and page)	Accepted yes	Accepted no	Priority	Degree of Implementation fully	Degree of Implementation part.	Degree of Implementation rejtd.	Comments Pertaining to Implementation	Target Starting Date	Target Completion Date	Person/s Responsible
22.10 page 6	X		1	X			District philosophy being used as basis for development of a Title III statement	9-5-73	12-1-73	1,2,3,4
22.11 page 6	X		2		X		Local library records inadequate. Cooperation during winter reading club activity may yield helpful data.	11-73	4-1974	3,4
22.12 page 6	X		1	X			Data from A[illegible] testing will be forwarded to Advisory Council	[illegible]-[illegible]-74	5-15-74	3,4
22.13 page 6	X		1	X			Revision of screening procedures approved as suggested	7-24-73	7-24-73	1,2,3,4
22.14 page 6	X		1	X			Calculating machine purchased		7-27-73	1,3,4
22.15 page 6	X		1	X			Purchases made as suggested; materials being introduced	8-73	continuous	3,4
22.16 page 6	X		1		X		Parent Aides, senior citizens college students being used. High School students not yet available. Buddy system under study.	9-73	5-74	1,2,3,4

Name of Project TITLE III E.S.E.A. 72-73-37-0. COMMUNICATION SKILLS IMPROVEMENT CENTER

Project Director Mrs. Erva J. Verner

Date October 15, 1973

Keys to be used in responding to completing priority column

1. High
2. Important
3. Low

FOLLOW-UP COMMITMENT ON RECOMMENDATIONS MADE BY ON-SITE EVALUATION TEAM
(once completed and signed, this becomes part of project proposal for fiscal year ____)

Recommendations (number and page)	Accepted yes	Accepted no	Priority	Degree of Implementation fully	Degree of Implementation part.	Degree of Implementation rejtd.	Comments Pertaining to Implementation	Target Starting Date	Target Completion Date	Person/s Responsible
22. 7 page 6	X		2		X		Mini-courses operating fully in language area. Extensions to other content areas is a goal for this year	Continuous effort results expected in 1974-75 school year.		2,3,4

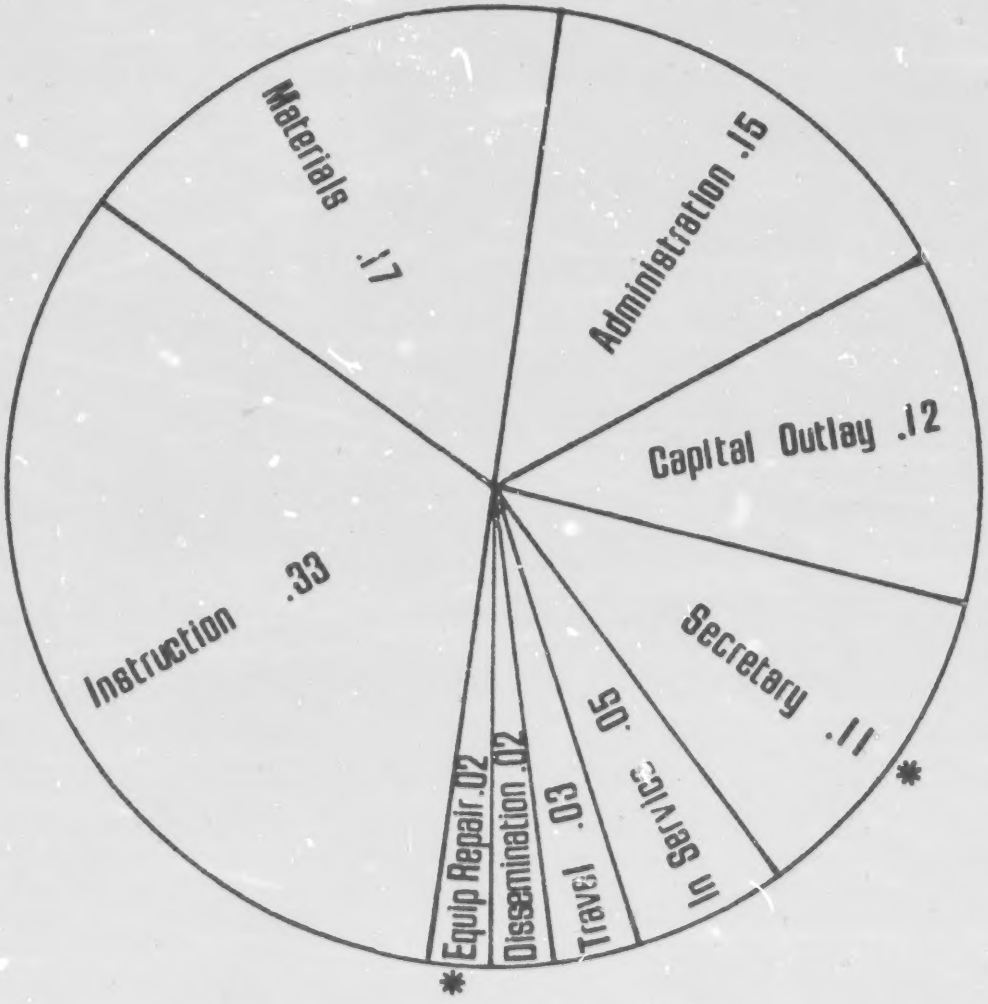
TITLE III, E.S.E.A. 22-72-27-0

1973-74 Fiscal Year

PROJECTED EXPENDITURES

COMMUNICATION SKILLS IMPROVEMENT CENTER

Total amount budgeted $30,000.00
12% less than first year grant
88% of original grant



*Added this year

BREAKDOWN OF MONIES BUDGETED

July 1, 1973 to June 30, 1974

Title III ESEA, 22-72-27-0

Communication Skills Improvement Center

West Jr. High School Dist. 131, Nampa, Idaho

Materials	$ 5,050.00
Capital Outlay	3,500.00
Instructional Expense	9,800.00
Administrative Expense	5,400.00
In Service	1,500.00
Travel	800.00
Dissemination	250.00
Items Added to Budget	
Secretary	3,200.00
Equipment Maintenance	500.00
	$30,000.00

Welcome To The

COMMUNICATION SKILLS IMPROVEMENT CENTER

TITLE III, E.S.E.A., #22-72-27-0

Nampa School District No. 131
Administrative Offices: Sunnyridge Road
Project Office and Project Location: 808 Central Midland Blvd.
Nampa, Idaho 83651

Suggested AGENDA for VISIT Guests:

8:15 - 9:15 Arrival at West Junior High School
Orientation to the Project

9:15 - 11:30 Visit the Communication Skills Center
(a) Reading Center
(b) Reading Clinic
(c) Communication Skills Activities
(d) Volunteer Aide Program
(e) Cooperation with Northwest Nazarene College in Teacher Training

11:30 - 12:45 Lunch (School Cafeteria, 40 cents)

12:45 - 2:00 Visit Mini-Course Instructional Areas

2:11 - 2:25 Uninterrupted Sustained Silent Reading

2:25 - 3:30 Discussion and Summary of Visitation
Question and Answer Period

* * * * * * *

Your visit is appreciated. Your comments and/or suggestions are invited.

Mr. Vilas Brandt, Principal, West Junior High
Mrs. Erva J. Verner, Project Director
Mr. Larry McMillin, Reading Resource Specialist
Mrs. Marilyn Bieker, Project Secretary

TITLE III AT WEST JUNIOR HIGH

West Junior High has one of sixteen Title III projects (innovative educational programs) currently augmenting Idaho's educational systems. Just beginning its second year of operation, West's project has established a Communication Skills Improvement Center, housed in the school's resource center (library).

The purpose of the project is to improve reading proficiency among students. Three goals guide the program's development. These are:

1. Provision of materials chosen to increase interest in reading and to promote positive attitudes toward reading as an enjoyable activity.

2. Provision of assistance to students who have inadequate skills in reading.

3. Cooperation with all teachers in all subjects taught to promote reading skill as a basic need for student competency in any content area.

The goals are being implemented through both materials and personnel. A complete catalog of materials presently available is open to you in the resource center. This handbook includes a listing of the materials on hand classified as relevant to your subject.

Your use of the materials on hand is encouraged, and your suggestions concerning materials to be added is solicited.

Larry McMillin, resource specialist, and Erva Verner, project director, are ready to assist with your participation in any aspect of the project.

A SPECIAL MESSAGE

TO PARENT AIDES, COLLEGE STUDENTS AND OTHER FRIENDS WHO ARE AT WEST JUNIOR HIGH SCHOOL DURING THE AFTERNOON HOURS:

2:11 until 2:25 p.m. is a time of no talking, no moving about in classrooms or hallways.

2:11 until 2:25 p.m. is a period called "Uninterrupted Sustained Silent Reading," known as U.S.S.R. to students and staff at West.

The purpose of this activity is to emphasize the value and the enjoyment of reading and to provide a period of daily drill to help build improved skills in reading. Books, magazines, or newspapers of one's own choosing are appropriate reading materials for this period.

We invite you to participate in this period of silent reading. We are asking that you conform to the quiet and silence which makes Uninterrupted Sustained Silent Reading a distinctive part of each day at West Junior High.

Script to Accompany
Slide Presentation, Title III Project #22-72-27-0
COMMUNICATION SKILLS IMPROVEMENT CENTER
Nampa, Idaho

(0) West Junior High School in Nampa, in (1) Southwestern Idaho, is the site of a Title III project which promotes the maxim, Happiness is Reading. (2) The program is housed in this new building which opened in the fall of 1972 at the same time the Title III project went into (3) operation. Mrs. Darlene Fulwood directed the program in its first year. Starting with plans generated by Norman Polenski, an English teacher at the old West Junior High, (4) Mrs. Fulwood developed a program focusing on provision of materials, clinical remediation for poor readers, and inclusion of all teachers in the reading emphasis. (5) The beautiful new building and furnishings, in combination with the exemplary project which has provided many (6) multi-media materials, has resulted in totally new ways of learning for students, and has provided opportunities (7) for completely different ways of teaching. (8) Now in its second year, the project director is Mrs. Erva Verner. Here with Mrs. Verner is Larry McMillin, the reading resource specialist, who as a full time member of the faculty at West Junior High, implements the objectives and organizes the activities specified in the project plan.

(9) The purpose of the program is to meet the needs of students at West Junior High, so students were asked to comment on their experiences in the project. (10) This 9th grade girl said she has been in remedial reading in every school she's attended, but the help she received last year has (11) resulted in some improvement and has restored her confidence that she can learn. Here she reads a book which she made and illustrated. (12) An 8th grade boy who admitted he came to West only tolerating school, has been amazed at the

individual interest shown in him and his school performance. (13) He has become more out-going, participating and achieving at a higher level. (14) This 9th grade girl has always been a good student, but she has been excited by the variety of books available (15) and at the opportunities for creative writing and dramatics.

(16) The project objectives specify materials to increase skill (17) and the equipment provided includes controlled readers, (18) film loops, (19) film strip projectors, (20) Kits designed to develop specific skills - this one includes outlining and note taking skills, and (21) tape recorders which allow students to listen and read simultaneously.

(22) The objectives also specify providing materials to increase interest and attitude, (23) so magazines, and (24) newspapers, (25) plus attractive, high-interest materials at all reading levels, are displayed in abundance (26) to promote an attitude of reading enjoyment. (27) Activities in visual literacy put cameras in the hands of students and (28) guide them in assembling their own stories. (29) Video-taping offers many helps in stimulation of reading. (30) Reading is the focus (31) of the program - reading.

(32) The second objective calls for laboratory facilities so that students with severe difficulties may benefit from clinical assistance. (33) This facet of the program is successful because of the cooperation and special help from Northwest Nazarene College. (34) Students in their advanced courses in the teaching of reading (35) are assigned to work under Mr. McMillin's direction in diagnosis and remediation.

(36) The third objective involves helping teachers to be more aware of the part reading plays in the learning situation. (37) In-service sessions last year brought in three nationally known experts. One was Dr. Floyd Davis

of the Seattle Public Schools. (38) A teacher's library has been assembled, here are a few of the titles available. (39) A pre-school in-service was arranged this year for the language arts teachers. (40) Time was provided for them to plan and coordinate, (41) to prepare tapes of stories and plays, (42) and to become familiar with new materials. In-service has also taught readability formulas and techniques of using the equipment now available.

(43) The project has sparked the development of many beneficial (44) activities like the minicourses now offered in the English department. (45) Minicourses encourage small group discussions which allow more student involvement. (46) A minicourse called Enjoyment of Reading is conducted by an English teacher who has become the reading center counselor. (47) Using Barrett's Taxonomy of Reading Comprehension (48) she has developed techniques of interviewing students which guide them in improvement of comprehension and appreciation as well as rate. (49) This course in developmental reading is an elective for 7th graders.

(50) Another spin-off which is continually expanding is the bringing of parents into the school as volunteer aides. (51) They check equipment, (52) compile data, (53) make charts - these are only a few of the contributions being made. (54) This aide, who is a senior citizen, has been inspiring a group interested in (55) creative writing. A recent arrangement with the nearby senior high school is bringing another group of aides who supply help and motivation to the Junior High students.

(56) Evaluation strategy in this project, in addition to conventional library records, (57) uses four standardized measures. For teachers, Peifers Internal Evaluation Scale, and for students (58) the Iowa Test of Basic Skills, the Nelson Reading Test, (59) the Estes Attitude Inventory. (60) Group testing is done in both fall and spring each year. (61) Further screening by the two school counselors (62) in combination with teacher recommendation

identifies the students who receive clinical assistance.

(63) This chart summarizes first year findings. The two columns on the far right show the statistical results as computed after testing in the spring of 1973. Library check-out records showed an increase of 60% in the books checked out by pupils. Scores on the attitude inventory showed an average increase of 31 points per item, although the projected increase was 50 points for each of 20 items. Reading skill as judged by scores on the Iowa Test of Basic Skills and the Nelson Reading Test, of students in clinic, showed improvements in excess of goals set for two of the grade level groups. The instrument used for internal evaluation by teachers showed no change in scores.

(64) Other kinds of statistics are involved in a Title III project. In this office at the administration building, funds are received and dispersed, requisitions are processed. (65) Mr. Robert Burns, Assistant Superintendent, is the administrative officer for Title III. (66) Financial data is summarized on these charts showing what was spent last year, and the allocations included in the current budget. During the second year, less is being spent for materials and equipment as shown by the brown and blue segments of these graphs. More is being spent for instruction and administration as the green and violet segments show. Items added the second year were a secretarial salary and an amount earmarked for maintenance and repair of equipment. Also more is budgeted for in-service. The emphasis is shifting slightly from materials and equipment to personnel. (67) Other statistics concerning project activities are charted and (68) directed by Mrs. Verner and Mr. McMillin. (69) The project secretary, Mrs. Marilyn Bieker, in addition to regular secretarial duties, coordinates data between the district office and the project site.

(70) This slogan has a second clause - Every teacher an implementer of reading. (71) Both parts come alive every afternoon at 2:11 p.m. when a musical tone signals the beginning of a 14 minute period of uninterrupted

sustained silent reading. The secretary provides magazines for anyone who may be in the office. (72) Everyone reads. Whether in the reading center, (73) in the classrooms, (74) in the gymnasium, (75) or in the woodworking shop, every one reads. At least 4 other schools in the district have set up their own programs inspired by this Title III emphasis at West. (76) Here a class of first graders is doing their own version of the silent reading period.

The real (77) purpose of Title III is, we feel, being fulfilled at West Junior High. Provision is being made for helping children develop into citizens who can (78) proudly go out into life. (79).

PERSONALIZED IN-SERVICE

(Session Descriptions)

Morning in-service sessions (8:15 to 8:45) are being planned to meet the interests of teachers at West. You are asked to rate the session topics. Designate the areas of your interest by placing a priority number (1,2,3, etc) in front of the titles identifying sessions you would like to attend. Following each description is the number of sessions planned for that topic.

_____ Appropriateness of Materials

Evaluation of the reading ability of the students in one of your classes will be followed by examination of the readability levels of the material and ways of adjusting material to students' abilities will be included. (3 sessions)

_____ Directed Reading Activities

Remember how we hated it when our teachers said "Read pages 98 to 124 and be ready to discuss it in class tomorrow?" Now that we are teachers, we sometimes fall into that old pattern. This session will examine and discover ways to stimulate more interest in reading assignments. (4 sessions)

_____ Informal Reading Inventories

Several easy to use instruments which assess group reading levels will be discussed and tested for our usefulness. (3 sessions)

_____ Learning Vocabulary

Successful ways of interesting students in vocabulary growth which will fit all subject areas. (2 sessions)

_____ Developing Word Meaning

An examination of the importance of qualifying words (suffixes, prefixes, synonyms, antonyms, homonyms, figurative and idiomatic expressions) to the comprehension of textbook material. (2sessions)

_____ Methods of Textbook Study

Ways of sharing the background of a textbook with students to increase their understanding of it. Study methods for various kinds of texts. These sessions will include material which has been used to prepare high school aides who will be working with students here at West. (3 sessions)

_____ Comprehension Skills

Techniques for helping your students become more effective in getting word, phrase, sentence and paragraph meaning from textbooks. (2 sessions)

_____ Tables and Charts, Maps and Graphs
Examination of ways to teach how these devices make texts and other material easier to understand. (2 sessions)

_____ Content Area Reading Techniques
General discussion of the research that has been done in this area with helps for implementing some of the findings in our classrooms. (2 sessions)

_____ Reading Rate
Not just improvement of rate, but ways of helping students learn to adjust their rate to their kind of material being used. (2 sessions)

_____ Questioning Techniques
How do you find out how well your students comprehend the material you assign? Careful questioning by you can reveal the students ability to reorganize, evaluate, appreciate, and make inferences. (3 sessions)

_____ Newspapers in the Classrooms
A valuable source of information with built-in motivation! Newspaper publishers have cooperated with classroom teachers across the nation in devising interesting ways of teaching from newspapers. We will share their findings and experiences. (3 sessions)

_____ Instructional Objectives
Administrators are asking more and more for teachers to plan in this way. We will review general and behavioral objectives and practice writing for our own subject areas. (3 sessions + practice)

_____ Video-Taping
West has the equipment, but to use it effectively, more of us need experience in handling the camera and in planning ways of adding interest to our classes by appropriate use of video techniques. (2 sessions)

_____ Multi-Media
Use of media allows more students to benefit more from your instruction. The machines and materials available, the organization and record keeping helpful in putting media to work in your classroom will be demonstrated. (3 sessions)

LANGUAGE ARTS CURRICULUM

West Jr. High School
Nampa, Idaho

March 1974

RECOMMENDATIONS AND SUGGESTIONS

During this school year 1973 - 74 our language arts department at West Jr. High has endeavored to offer 37 mini-courses to our students. If we are to continue and expand this curriculum we would like to make the following recommendations:

1. *Smaller classes* are a necessity for more effective teaching and individualization.

2. *Another full-time teacher* in the department would make the teaching loads lighter. There is available space in the pod now since one English class meets in the Resource Center regularly.

3. *Planning time* is extremely essential when all the language arts teachers are available to meet, discuss, and investigate new teaching materials and methods for more effective team teaching. Title III has supplied the department with many good teaching materials which we need more time to review and effectively initiate into our program.

4. We prefer to have *several sets of texts* available for student and teacher use in grammar and literature rather than a large quantity of one type.

SEVENTH GRADE MINI-COURSES

I. Course Title Creative Writing

II. Description: This short two-week course is designed for creative input by the student with emphasis on impromptu writing. With a writing assignment each day along with a daily journal the student is kept busy recording his thoughts on paper. The students are assigned to describe the following through descriptive adjectives: other individuals in the classroom, their feelings regarding certain situations such as love, hate, and ultimately a story of their own creation.

III. Grade Level: 7 Length 2 weeks Required

IV. Primary Materials: Selected materials and ideas by the teacher.

V. Course goals:

1. To learn the value of writing as a means of conveying one's thoughts.
2. To discover an ability to put things on paper automatically and instinctively.
3. To keep individual daily journals of ideas, thoughts, and happenings.
4. To write original stories.
5. To feel more comfortable in expressing ideas through the realization that one's ideas and opinions are valued as important by others.

I. Course Title Dictionary and Library Study Skills

II. Description: In order to use a library or dictionary sucessfully one must be familiar with the parts or items they contain. Therefore the following things are stressed: two main types of books, fiction non fiction types and kinds of reference materials familiarity with card catalogue. Dewey Decimal System Vertical File Readers' Guide and parts of a book such as title page table of contents and index. Work on alphabetizing defining words, looking up word etymologies, and using dictionary as a good general reference source is emphasized. Some helps on learning to outline take notes, and make a report are practiced in this short course.

III. Grade Level: 7 Length of Course 4½ weeks Required

IV. Primary Materials: Dictionaries and resources in the library, Fundamentals of the Library, Kenneth Pub. Co. Library Reference Skills (with transparencies and worksheets), Encyclopedia Britannica Educational Corp.

V. Course goals:

1. To distinquish between fiction and nonfiction books.
2. To acquaint the student with the use of the card catalogue.
3. To discover the way books are shelved in the library.
4. To demonstrate and give experience in the usage of the Readers' Guide to locate latest information on a specific topic.
5. To give the students practice in using the table of contents and index short cuts when using a nonfiction book.
6. To recognize the dictionary as a source book of information not just as a book for defining words.
7. To observe that dividing a dictionary into quarters is a help in locating words.
8. To understand that guide words are aids for speed in locating information.

9. To be familiar with dould entries in locating meanings for words.

10. To discover that dictionary entries offer much useful information.

VI. Recommendations and Suggestions:

1. This course needs more than 4½ weeks time.

2. The class size needs to be kept to not more than 30 students.

I. Course Title: Grammar

II. Description: Stress is placed on learning grammar as a sentence making machine or process. Drill is given on recognizing nouns, verbs, adjectives, and adverbs. Also he is drilled on principal parts of a verb, plural and possessive of nouns, and comparative and superlative forms of adjectives and adverbs. Correct punctuation, capitalization, sentence structure and grammatical accuracy is emphasized.

III. Grade Level: 7 Length: 4½ weeks Required:

IV. Primary Materials: Roberts English Textbook and selected areas of study on traditional grammar.

V. Course goals:

1. To become familiar with the different kinds of words in our language.

2. To continue recognition and use of basic sentence patterns.

3. To recognize tense and know the three principal parts of verbs.

4. To learn inflectional enlings of form words.

5. To continue the structural analysis of words.

6. To foster the use of correct punctuation and spelling for students in their own written work.

7. To develop ability to write simple sentences correctly.

8. To discriminate between singular and plural forms of nouns.

VI. Recommendations and Suggestions:

1. We deem it necessary to have several sets of texts (40) copies instead of a large quantity of one text.

I. Course Title: Novel "Tom Sawyer" - Mark Twain

II. Description: The students read, listen to tapes, see filmstrips, and discuss the novel. Worksheets with thought provoking questions should motivate students to look more deeply into the life of Tom Sawyer as well as relating these to their own lives.

III. Grade Level: 7 Length: 4½ weeks Required:

IV. Primary Materials: Novels, tapes, filmstrips, worksheets, Illustrated Now Age Classics.

V. Course Goals:

1. To discuss and share ideas connected with the book.

2. To compare and contrast Mark Twain's world with our world today.

3. To compare and contrast the personalities and values of the people in the story.

4. To gain a better understanding of ourselves.

5. To realize that good humor makes a person laugh but also makes him think.

I. Course Title: Reading Center

II. Description: Reading for enjoyment: This course gives students the opportunity to read books of their own choosing. Each student sets a goal and works toward that accomplishment. During this time they work on increasing their reading rate and comprehension. Other activities include creative writing, videotaping, oral reading, illustrating etc. The two conferences per week are the main follow-up along with progress charts kept by the individual students. The student will explore different reading activities.

III. Grade Level: 7 Length: 4½ wks each semester Required:

IV. Primary Materials: Books of all types, cassette listening tapes, filmstrips, tachistoscope machines, many audio visual materials, video-taping progress charts.

IV. Course Goals:

1. To create a definite interest in reading for pleasure.
2. To familiarize each student with all types of books.
3. To aid the student in selecting books of his interest and ability.
4. To develop individual rate and comprehension (literal and inferential).
5. To build a better and larger vocabulary.
6. To encourage the setting of goals and achievement toward the goals.
7. To relate reading and creative writing.
8. To provide activities that will support the necessity to improve reading skills.
9. To aid the student in being organized and keeping accurate charts.
10. To provide a relaxed, pleasant atmosphere in which to enjoy reading.
11. To help the student relate his reading to real life experiences, and form value judgments.

12. To prepare the student to adequately discuss what he reads.

V. Recommendations and Suggestions:

1. Some students could benefit from a longer period in the Reading Center for a more structural program and development of basic skills.

I. Course Name: Short Stories

II. Description: Using the theme, Enjoying Short Stories, the student is placed on an individualized study of six short stories in the anthology, Adventures For You, with the requirements for an A, B, or C listed on a guide sheet. The student strives for whatever grade he chooses. Vocabulary, comprehension and writing are stressed with quizzes, tests and oral discussions for evaluation. An in depth study is given on character setting plot and theme - the basic elements of a story.

III. Grade Level: 7 Length: 4½ weeks Required:

IV. Primary Materials: Adventures For You Textbook - Harcourt, Brace, Inc. Individualized Contract Guide Sheets.

V. Course Goals:

1. To identify the elements of a short story.

2. To learn that even though each man is different from another, we still have the same basic dreams, hopes, and trials.

3. To realize that short stories can be exciting and interesting.

4. To improve each student s vocabulary through work-sheets on the stories.

5 To answer questions, both written and oral, and take a test to measure individual comprehension.

VI. Recommendations and Suggestions:

1. More variety of short stories is needed. This will probably be provided through the new text adoption(s) this year.

I. Course Title: Speech

II. Description: The Speaking Process:

A. Creating a speech - generalizing ideas, establishing a purpose, doing research, selecting materials, organizing thoughts, adapting to a listener.

B. Delivering a speech - using language to translate ideas into words, using voice for expressiveness, using body for added effectiveness.

C. Reaction to speech - recognizing the effect of speaking, assessing purpose fulfillment, continuing the interchange of ideas.

III. Grade Level: 7 Length: 2 weeks Required:

IV. Primary Materials: The Art of Speaking - Ginn

V. Course Goals:

1. To be able to give oral reports.
2. To select a speech topic.
3. To present class demonstrations.
4. To give speeches for special occasions.
5. To learn how to use sources of information.
6. To be a better listener.
7. To be able to take and give criticism.
8. To gain poise.
9. To evaluate an audience.
10. To be able to influence others through speech.
11. To achieve a feeling of personal accomplishment.

VI. Recommendations and Suggestions:

1. Two weeks is not an adequate amount of time to effectively measure definite progress and improvement.

I. Course Title: Spelling and History of English

II. Description: Through an individualized program we try to eliminate spelling mistakes by a proven method. This involves using tape players, spelling tapes, worksheets and games. A brief background for the history of the English language is also given.

III. Grade Level: 7 Length: 4½ weeks Required:

IV. Primary Materials: Six Minutes A Day To Perfect Spelling--Harry Shefter - including spelling tapes, worksheets and games.

V. Course Goals: The History of English--Word histories are introduced to act as a springboard for later adventures in etymology.

Spelling:

1. To diagnose the errors.
2. To adopt remedial measures.
3. To examine the results of the learning process.
4. To focus our attention on how the poor speller can most effectively overcome his difficulties by a method of "test - study - test".
5. To make the words a part of the student.

EIGHTH GRADE MINI-COURSES

I. Course Title: Communications Media

II. Description:

A. Newspaper: This offers a general survey in using the newspaper to find things that are useful to the student. The student uses his own newspaper to locate specific things: articles dealing with local, state and national news, a special column, an advertisement, a feature story, editorial, and the editorial cartoons. Practice is given in reading and discussing editorials and editorial cartoons. A field trip to the Statesman newspaper is taken to create enthusiasm. The students then have a project of making their own class newspaper. Newspaper terminology is stressed, and the student learns the meanings and spellings of the words.

B. T.V. - Communications: Through use of the video tape, speakers from a local television studio, and a visit to a local television studio, it is hoped that the student will understand more of the background of what is flashed onto their home screens. A project is required for the entire class. Each individual is to participate in a class-planned half-hour of T.V. programming including: news, sports, weather, a documentary, commercials, and other areas of interest. A portion of the course is given to discussion on the powers of persuasion through advertising, and the influence that television news reporting has on our lives. A 300 word report on the beginning of television is also due at the end of the course.

C. Radio: This course includes a field trip to KFXD, a popular radio station here in Nampa. The class writes an entire radio program, commercials, and teen-age music. Students are allowed to hear themselves on tapes. The final project is a class-produced hour long radio program. At the conclusion of the courses the individual class productions are presented to the entire group within the pod.

III. Grade Level: 8 Length: 4½ weeks
Required: A choice of newspaper, radio, or television

IV. Primary Materials:
Newspaper - Statesman, Statesman Notebook, "Your New Textbook Every Day", Video tape machine, tape recorder, intercom, Ideas for Teaching English, NCTE.

V. Course Goals:

Newspaper

1. To recognize the newspaper as one common means of communication.

2. To familiarize the student with the parts of a newspaper.

3. To locate quickly the specific areas.

4. To acquaint the student with newspaper terminology.

5. To differentiate between editorials and letters to the editor.

6. To guide the student in interpreting political cartoons and note their influence in swaying opinions.

Television

7. To realize the background work of what is coming across the screen.

8. To become familiar with the powers of persuasion through advertising and the influence T.V. news reporting has on our lives.

9. To become more comfortable when expressing opinions to others.

10. To be certain that each student has a part in planning and producing an assimilated T.V. program on video tape.

Radio

11. To realize the background work of radio.

12. To familiarize the student with different types of radio programs.

13. To involve each student in planning and producing an assimilated radio program on video tape.

I. Course Title: Creative Writing and Speech

II. Description:

It is hoped that through creative writing and speech the ideas and opinions held deep within the individual might be expressed on paper or orally. Great emphasis is given to working with each other, and the class assignments will involve the classmates talking and writing about each other. The video tape is used in helping the students evaluate their speeches.

III. Grade Level: 8 Length: 4½ weeks Required:

IV. Primary Materials: Selected materials and ideas by the teacher.

V. Course goals:

1. To encourage creativity which is the greater emphasis rather than correct oral or grammatical usage.
2. To prepare each student to become more comfortable when speaking in front of the class as well as in similar situations and activities.
3. To review the playback on video tape of each presentation and judge the individual rate of improvement.
4. To realize the need for a well-rounded vocabulary.
5. To learn the value of writing as a means of conveying one's thoughts.
6. To write individual original stories.
7. To keep individual daily journals.

VI. Recommendations and Suggestions:

1. Speech should be a separate mini-course.

I. Course Title: Grammar

II. Description:

Additional stress is placed on learning grammar as a sentence-making machine or process. Drill is given on recognizing nouns, verbs, adjectives, and adverbs. Also, he is drilled on principal parts of verbs, plural and possessive forms of nouns, as well as the comparative and superlative forms of adjectives and adverbs. Correct punctuation, capitalization, sentence structure, and grammatical accuracy is emphasized. Emphasis is placed on transform sentences by compounding.

III. Grade Level: 8 Length: 4½ weeks Required:

IV. Primary Materials: Roberts English Textbook, and selected areas of study on traditional grammar.

V. Course Goals:

1. To review the four form classes and emphasize identification of inflectional and derivational suffixes.
2. To expand understanding of function words.
3. To begin study of tense as verb feature carried by the verb or by the first auxiliary.
4. To expand on the basic sentence patterns.
5. To apply the principles of usage.
6. To write good legible sentences .
7. To improve sentences by using compound parts.
8. To identify the type of structures in a sentence.
9. To identify the function of each structure within a sentence.
10. To vary sentences by using inverted word order.

VI. Recommendations and Suggestions:

1. Smaller classes are needed for more efficient study.

I. Course Title: Novel - My Enemy, My Brother - Foreman

II. Description:

This novel is of particular interest because of current events. The class views filmstrips, discusses, studies vocabulary, and works in small groups on several projects. This book gives insight to each student on many modern day dilemmas.

III. Grade Level: 8 Length: 4½ weeks Elective:

IV. Primary Materials: Novel - My Enemy, My Brother - James Foreman, Filmstrips - Jewish-Arab Conflict, Nazi Germany.

V. Course Goals:

1. To understand the plight of the Jews in the world.
2. To be better able to determine between cowardice and pacifism.
3. To gain an insight into the Second World War and the beginning of the Israeli-Arab conflict.
4. To recognize the plot, setting, characters and theme of the novel

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I. Course Title: Novel - The Time Machine - H. G. Wells.

II. Description:

This science fiction novel is read by the students and discussed. On each chapter the students answer written questions and does vocabulary words. The students are given options as to what additional activities they do. These include: character sketches, descriptive writing and thinking abstractly.

III. Grade Level: 8 Length: 4½ weeks Elective:

IV. Primary Materials: Novel - Adventures Ahead, Illustrated Now Age Classics.

V. Course Goals:

1. To introduce science fiction as a type of literature.

Course Goals, con't:

2. To compare and contrast the people of the future with the people of today.

3. To discuss some of the problems today which could help bring about the world of the Time Traveler.

4. To compare and contrast the world of the future with the world today.

5. To recognize plot-setting-character-theme in the novel.

I. Course Title: Reading Center

II. Description:

Reading for Enjoyment: This course gives students the opportunity to read books of their own choosing. Each student sets a goal and works toward that accomplishment. During this time they work on increasing their reading rate and comprehension. Other activities include creative writing, video-taping, oral reading, illustrating, etc. The two conferences per week are the main follow-up along with progress charts kept by the individual students. Some students will be placed in a more structured program as deemed necessary from last year's records.

III. Grade Level: 8 Length: 4½ weeks each semester= 9 weeks total. Required:

IV. Primary Materials: Books of all types, cassette listening tapes, filmstrips, tachistoscope machines, many audio-visual materials, video-taping, progress charts.

V. Course Goals:

1. To continue the course goals set for the student at the seventh grade level.

2. To analyze the records from the previous year for present usage.

3. To guide each student in setting more definite goals.

4. To develop skill-building according to the individual specific needs.

Course Goals, con't:

5. To emphasize writing along with reading for organization of thoughts in a logical sequence.

VI. Recommendations and Suggestions:

1. Smaller classes are needed for more effective individualization.

I. Course Title: Short Stories

II. Description:
Short stories offer one the satisfaction of extending the horizons of his life by taking him into new places, introducing him to new people, and plunging him into conflicts and problems which he, the reader, can identify with. Reading short stories with full understanding should be an adventure in living.

III. Grade Level: 8 Length: 4½ weeks Required:

IV. Primary Materials: Adventures Ahead textbook - Harcourt, Brace, Inc. Selected stories.

V. Course Goals:

1. To respond to the writer's imagination by picturing the characters and events of the story.

2. To increase personal enjoyment of literature by helping the student identify with the characters in the story.

3. To introduce short stories as a literary form.

4. To recognize and understnad improtant facts and details.

5. To detect and relate implied facts and relationships.

6. To deduce the meaning of words or phrases from context.

VI. Recommendations and Suggestions:

1. We feel that there should be a wider variety in choice of stories. This would mean additional materials. Our new textbook adoption(s) should help alleviate this deficiency.

I. Course Title: Spelling - History of English

II. Description:

Through an individualized program we try to eliminate spelling mistakes by a proven method. This involves using tape players, spelling tapes, worksheets and games. A brief background for the history of the English language is also given.

III. Grade Level: 8 Length: 4½ weeks Required:

IV. Primary Materials: Six Minutes A Day to Perfect Spelling - Harry Shefter, spelling tapes, worksheets, and games.

V. Course Goals: Word histories (The History of English) are introduced to act as a springboard for later adventures in etymology.

1. To diagnose the errors in spelling.
2. To adopt remedial measures.
3. To examine the results of the learning process.
4. To focus our attention on how the poor speller can most effectively overcome his difficulties by a method of "test - study - test".
5. To make the words a part of the student.

Ninth Grade Mini-Courses

First Semester

I. Course Title: Adventures

II. Description:

This three week course is an opportunity for the student to read great stories of adventure. The basic one is an easy paperback version of The Call of the Wild. The students do daily worksheets answering questions and working with vocabulary. Also there are various short adventure stories that the student reads and discusses in small groups and in large groups. The students are to close out the course with their own written personal adventure story.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Call of the Wild - Jack London- Micro-classics, other selected short stories

V. Course Goals:

1. To discover the meaning of adventure.
2. To familiarize the student with many varities of adventure stories.
3. To recall and appreciate events in ones own life that have been adventurous.
4. To enjoy reading advertures of others.

I. Course Title: Classic Play - Romeo and Juliet - Shakespeare

II. Description:

This play has particular appeal to 9th graders. Students read and lsiten to a complete record of the play. Theater in Shakespeare is discussed as well as a general background of the period.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Movie, original soundtrack, slides and the book, Romeo and Juliet

V. Course Goals:

1. To introduce Shakespeare, his life and a brief overview of the time in which he lived.

2. To compare and contrast the world of Romeo and Juliet with our world today.

3. To compare and contrast the characters in the story.

4. To discuss the problems faced by Romeo and Juliet, i.e. age/youth.

5. To become familiar with the language used by Shakespeare.

6. To gain an appreciation of Romeo and Juliet for the talents of Shakespeare.

I. Course Title: Huckleberry Finn - Mark Twain

II. Description:

This is a brief course of the adventures of Huck Finn as he voyages from the fictional St. Petersburg, (Hannibal) Missouri to the Phelps farm in Louisinia. The students read the book by using either regular text of the story, condensed comic style books, or by listening to tapes and following in their text. Group discussions are held to discuss the story. Question sheets are filled out daily on what they have read. The students keep a log of the superstitions that Huck had. At the conclusion, the students view the video tape and take a final test. The students are made aware of the great adventures Huck encounters. They discover and discuss the humorous stereotypes presented; gentlemen farmers, homesteaders, revivalists, and rapscallions posing as royalty. Emphasis is placed on the author's exceptional art in involving the reader in the action of the story.

III. Grade Level 9 Length: 3 weeks Elective

IV. Primary Materials: Adventures of Huck Finn - microclassics, Illustrated Now Age

V. Course Goals:

1. To provide understanding of this period of American history.

Course Goals, con't:

2. To familiarize the student with Mark Twain's life.

3. To understand the novel as it relates to a folk tale.

4. To read closely and accurately to answer specific questions.

5. To be aware of and identify superstitions that were a part of Huck's life.

I. Course Title: Mystery Thrillers

II. Description:

This course includes short stories and novels of mystery and the supernatural. Requirements are based on a contract grade. The novels and short stories are discussed, and creative writing is included as a follow-up. The student writes an original mystery thriller.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Novels and Short Stories: Great Stories of Sherlock Holmes, Sir Arthur Conan Doyle; Dr. Jekyll and Mr. Hyde, Stevenson; The Hound of Baskerville, Doyle; And Then There Were None, Agathie Christie; and other selected stories by Edgar Allan Poe; The Occurrence at Owl Creek Bridge, Ambrose Bierce

V. Course Goals:

1. To provide a good selection of mystery stories for the student.

2. To discuss and share ideas on what they have read.

3. To realize how important setting and characterization are.

4. To enjoy reading a mystery.

5. To answer questions on the stories.

I. Course Title: Reading Center

II. Description:

Reading for Enjoyment - This course gives students the opportunity to read books of their own choosing. Each student sets a goal and works toward that accomplishment. During this time he works on increasing his reading rate and comprehension. Other activities include creative writing, video-taping, oral reading, illustrating, etc. The two conferences per week are the main follow-up along with progress charts kept by the individual students. More emphasis is placed on specific needs and interests at this level.

III. Grade Level: 9 Length: 3 weeks
Required: (3 weeks first semester)
Elective: (Second semester)

IV. Primary Materials: Books of all types, cassette listening tapes, filmstrips, tachistoscope machines for increasing rate and comprehension, and other audio-visual materials, video-taping progress charts.

V. Course Goals:

1. To continue working on course goals as outlined on seventh and eighth grade levels.

2. To continue skill-building as has been determined from grades seven and eight.

3. To better equip the student to be successful in high school.

4. To help the student see his particular needs--as in spelling, reading rate, comprehension, vocabulary, etc.

5. To capitalize on a specific interest such as creative writing, drama, illustrating, etc.

6. To put more emphasis on vocabulary building.

VI. Recommendations and Suggestions:

1. A Speed Reading mini-course for the outstanding readers who are probably college-bound would be a good addition.

I. Course Title: Romance

II. Description:

During this study students can expect characters to be involved in adventurous or mysterious events and chivalric love. Students will have certain requirements based on a contract for a grade of A, B. or C. Activities include reading, worksheets, discussions, character sketches, and tests.

III. Grade Level: 9 Length: 3 weeks Elective

IV. Primary Materials: Just Dial a Number - Edith Maxwell
Jane Eyre - Charlotte Bronte (with record and Filmstrips)
To Sir With Love - Braithwaite; The Pearl - Steinbeck; Old Yeller - Gipson; Love Is Never Enough - Bradbury; Mr. & Mrs. Bo Jo Jones - Head; Dave's Song - McKay; Christy - Marshall

V. Course Goals:

1. To provide a good selection of romantic stories for the students.
2. To familiarize the students with many types of love.
3. To enjoy reading a book of romance.
4. To answer questions on what they have read.
5. To discuss and share ideas on what they have read.

I. Course Title: Short Stories

II. Description Life can be seen in various ways through the shorter sagas. Humor, tragedy, romance and adventure are all present. Hopefully, through imagination and creativity each student will in reading the short story, gain an insight into his own life and see more of himself. Writing, reading, and discussion are all requirements of the course with the viewing of four films.

III. Grade Level: 9 Length: 3 weeks Required: (at the beginning of first semester)

IV. Primary Materials: Selected films - Encyclopedia Brittannica The Lottery - Shirley Jackson The Lady or The Tiger - Frank Stockton My Old Man - Ernest Hemingway Bartleby - Herman Melville

V. Course Goals:

1. To realize that short stories can be interesting, humouous and exciting.

2. To be able to define and recognize plot, setting, character and theme.

3. To realize that through reading one can apply certain values to his own life.

4. To write a paper on a subject similar to the material read in the short stories.
5. To encourage discussion with a major objective being on oral response from each student, whether through group work or individual effort.

I. Course Title: Superboy/Supergirl

II. Description: Life can be seen in various ways through the shorter sagas. Humor, tragedy, romance, and adventure are all present. Hopefully, through imagination and creativity each student will, in reading the short story, gain an insight into his own life and see more of himself. Writing, reading, and discussion are all requirements of the course with the viewing of four films.

III. Grade Level: 9 Length: 3 weeks Elective: (both first and second semester)

IV. Primary Materials: Scholastic Kit - Superboy/Supergirl

V. Course Goals:

1. To analyze the structure and characterization of selected series of adventure stories.

2. To discover some of the stylistic hallmarks in the stories.

3. To assemble their own adventure, simulating the originals.

4. To gain experience working in a group activity.

I. Course Title: To Kill a Mockingbird - Harper Lee

II. Description: This well-known novel of the South depicts the ignorance of man and the prejudices of people. The film version will be shown as part of the study. The couse includes reading, listening, group discussions, worksheets.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Novel, film, and listening tapes on the entire novel.

V. Course Goals:

1. To understnad ones prejudices through reading of the bigotry of Maycomb County.
2. To realize the damage that can be done to a person through slander.
3. To gain a knowledge of the customs and life-styles of the deep South.
4. To realize the plot, setting and theme of the novel.
5. To write a character sketch of each individual in the story.

I. Course Title: The Outsiders - S. E. Hinton

II. Description: This novel was written by a most perceptive teenager. It attempts to speak for all teenagers who find it so difficult to communicate their doubts, dreams, and needs to adults. The course includes reading, listening, group discussions, and worksheets.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Novel, listening tapes on entire novel.

V. Course Goals:

1. To realize the plight of the different, the unlovely, the disadvantaged.
2. To discover through this book that reading is enjoyable.
3. To identify the plot, setting and theme.
4. To write a character sketch on each individual in the story.

Ninth Grade Mini-Courses

Second Semester

I. Course Title: Drama - Storytelling

II. Description: This unit gives varied experiences with dramatic literature and dramatic activities. It should give students a personal understanding of drama as a form of artistic expression. The activities include improvisations, skits, plays, readings, etc. This class is taught simultaneously with Oral Interpretation. The students in this class provide the entertainment for the formal banquet.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Scholastic Drama Kit

V. Course Goals:

1. To learn to be better listeners.
2. To recognize the differences between a dramatic and a narrative version.
3. To learn to take and give criticism.
4. To learn to be comfortable performing in front of others.
5. To write skits.
6. To work with others.
7. To achieve a sense of personal accomplishment.

VI. Recommendations and Suggestions:

1. This course should consist of a longer period of time.

I. Course Title: Etymology and Word Study

II. Description: How to Discover Word Meaning - This is a study of the origin of words as well as the relationships between language and thinking. Activities integrate speaking, listening, reading, writing and critical thinking.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Understanding Language Series - AEP Books

V. Course Goals:

1. To gain a background on the origins of words.
2. To understand connotation and denotation.
3. To realize words are just symbols.
4. To discuss euphemistic language.
5. To recognize connotation in advertising, persuasion, propaganda and names.
6. To discuss and be aware of the importance of context.

I. Course Title: Grammar

II. Description: How to Say What You Mean - In order to speak and be understood we must know the different kinds of words in our language. Students will study these and increase their knowledge of the development and structure of the English language. They write paragraphs, revise and rewrite, learning ot trying a variety of ways of expressing themselves. Oral speaking helps to practice the language of expression. Students learn to choose correct words because the words one uses reveals himself and influences others.

III. Grade Level: 9 Length: 3 weeks Required: (or Spelling and Punctuation)

IV. Primary Materials: Roberts English Textbook, selected areas on traditional grammar.

V. Course Goals:

1. To review the eight parts of speech.
2. To select vivid and descriptive words in composing sentences.
3. To distinguish between the kind of noun phrases.
4. To recognize the four main form classes of English words, and their function within the structure.
5. To build more interesting sentences by using relative clause transformations.
6. To continue work with varing sentences with different words in the auxiliary.

I. Course Title: Impromptu Writing

II. Description: How to Put Ideas in Writing - "We can put things on paper that we can never say out loud." Each one has some particular unique idea that can be offered to others, but many can not really communicate. This course, through extemporaneous and impromptu writing, asks students to put on paper their feelings and emotions about certain happenings or ideas. Writing activities center around collages made by the students, writing awareness filmstrips, using the five senses, and self-insight. Discussion and sharing ideas aid in formulating ideas and opinions in individual writing.

III. Grade Level: 9 Length: 3 weeks Required: (at the beginning of second semester)

IV. Primary Materials: Scholastic - Come to Your Senses, a Program in Writing/Awareness - Filmstrip unit.

V. Course Goals:

1. To learn the value of writing as a means of conveying one's thoughts.
2. To record feelings and ideas on such subjects as hate, love, facades and God.
3. To encourage creativity in writing as each student creates a collage expressing a certain theme.
4. To write an original story including all the elements of a good story as learned in the short stories and novels studied.
5. To record reactions to pictures and ideas using the five senses one has.

I. Course Title: Movie-Making

II. Description: This is a course designed for creative input by the student. The movie is planned entirely by the students selected. The script is written by the students. Props and story boards and other activities involved with film-making are done by students. Editing, splicing, and directing of the film are supervised by the instructor and media specialist.

III. Grade Level: 9 Length: 9 weeks Selected Students:

IV. Primary Materials: Super 8 milimeter color camera, splicer, editor, film, Super 8 projector.

V. Course Goals:

1. To gain experience in acting, writing a script, costuming, photography and editing.

2. To write and produce a film entirely with student creativity.

3. To gain valuable experience in interaction with other students through group planning and individual responsibility.

I. Course Title: Oral Interpretation

II. Description: How to Speak with Meaning and Expression - This course is designed to make students more comfortable when speaking to a large group, a committee or to friends. Therefore, the activities are selected for individual as well as group participation. The course concludes with a formal dinner with a master of ceremonies, special speaker, and entertainment. All ninth graders participate in the formal dinner and special guests are invited.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Videotape, tape recorder, cassettes

V. Course Goals:

1. To learn to be more socially comfortable through interaction with other students.

2. To make three major speeches; (1) Research--for or against (2) How to--demonstration (3) Research--information.

3. To gain an insight into individual talents and limitations as a speaker through experiences such as extemporaneous and impromptu speeches.

V. Course Goals Con't:

4. To view a playback on video-tape of each individual presentation in order to judge the rate of improvement.

5. To realize the need for a well-rounded vocabulary.

6. To introduce formal speech in the form of a banquet which includes all ninth graders.

I. Course Title: Poetry

II. Description: How to Tell It In Verse - Students study expression through the medium of verse. There is some creative expression in verse orally and written, as well as the study of the fine masterpieces of verse. Students become more familiar with rhythm and meter in verse.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: Teaching Guide for Poetry - Scholastic Book Services, Fundamentals of Poetry - Kenneth Publishing Co., poems selected by the teacher.

V. Course Goals:

1. To produce a positive attitude toward poetry by providing the student with reading of, thinking about, and playing with language.

2. To generate in the student the belief that he is an effective person and writer.

3. To reduce the abstractions of difficult poetry concepts to make poetry clearer and more attractive to inexperienced readers.

4. To encourage the student to have fun as well as learn something from experimenting with the language of poems.

5. To develop greater understanding for poetry by practicing writing poetry.

6. To find out who is speaking in a poem.

V. Course Goals con't:

7. To discover what effects are created by certain word choices.

8. To provide opportunity for the student to read poetry aloud and talk about what he has read.

9. To share work and exchange ideas.

10. To generate an attitude of approval for all responsible student work, that any effort in writing poetry is worth recognition.

I. Course Title: Research Paper

II. Description: How to Write and Make a Teacher Happy - The students are expected to improve spelling, grammar, and sentence structure. This course teaches the proper procedure in writing a good research paper. Valuable experience can be gained for later high school and college courses.

III. Grade Level: 9 Length: 3 weeks Elective:

IV. Primary Materials: The College Research Paper - Eugene Grewe, John Sullivan; reference books, magazines, dictionaries, Readers' Guides; media material and other Resource Center materials.

V. Course Goals:

1. To exercise the principles of choosing a researchable topic by selecting a subject for a formal paper.

2. To perform the skills of making a bibliography preparing cards for a formal paper.

3. To write and mark quotations and paraphrases in a formal paper.

4. To display the skills of organization by arranging material for a formal paper.

5. To write footnotes in the proper form and use them in the correct place.

V. Course Goals con't:

6. To demonstrate knowledge of the organization of a library by finding material for a formal paper.

7. To build a positive attitude toward the research process.

I. Course Title: Spelling and Punctuation

II. Description: How to Avoid Spelling and Punctuation Confusion - Students learn how to identify proper and common nouns as well as find two or more different meanings for the same word. This course is a study of antonyms, synonyms and how to use homonyms correctly. The three styles of language (casual, informal, formal) are explored.

III. Grade Level: 9 Length: 3 weeks Required:(or Grammar)

IV. Primary Materials: Selected materials from various textbooks - including Basic Goals in Spelling - McGraw - Hill.

V. Course Goals:

1. To develop a sense of need for good spelling.

2. To encourage students' use of correct spelling and punctuation in all school work assignments.

3. To develop sensitivity to spelling errors by proofreading work.

4. To encourage the student to develop an approach to learning and to spell new words that will work for him.

5. To provide lots of opportunity for student to verify his use for capitalization.

6. To observe handwriting habits noting that it is the cause of some capitalization faults.

7. To recognize the relation of sentence structure to punctuation.

I. Course Name: Journalism I

II. Description: This course is designed for the student to learn the skills of writing and editing for publication, to gain a new understanding of the newspaper and to develop new insights into the phenomenon of mass communication.

III. Grade Level: 9 Length: year Elective:

IV. Primary Materials: Idaho Statesman; Textbook: Press Time, Adams and Stratton/ workbook.

V. Course Goals:

1. To organize a staff and plan a newspaper.
2. To discover what news is and how to gather it.
3. To learn how to write a feature, editorial and a news story.
4. To arrange to give an interview and write the interview story.
5. To learn how to write headlines.
6. To learn how to copy and proofread.
7. To organize "dummy" sheets.
8. To keep up on current events.
9. To investigate the various opportunities for employment in the journalism field.
10. To produce a duplicated paper once a month.
11. To produce one printed paper at the end of the school year.

VI. Recommendations and Suggestions:

1. Students should be at least a C or above student in English.
2. Students should be responsible student body members.
3. Students should have the signature of their English teacher saying they are a qualified student for Journalism.

I. Course Title: Developmental Reading

II. Description: An individualized reading class for the 7th grade students in a widespread range of ability.

III. Grade Level: 7 Length: year Elective:

IV. Primary Materials: 1. Clues, Tape and Workbooks
2. Phonics Skilltext, Merrill
3. Listen and Think & Listen and Read, EDL
4. Reading for Understanding, S.R.A.
5. Be a Better Reader, Prentice Hall
6. Reader's Digest Skill Builder
7. Merrill Mainstream Library
8. Reading Progress Laboratory, Educational Progress Corporation.
9. Bowmar Series--tapes & Filmstrips
10. Webster Classroom Reading Clinic
11. There Is None, Textbook

V. Course Goals:

1. To develop proficiency in phonetic and structural analysis of words.

2. To promote vocabulary growth.

3. To develop skill in comprehension.

4. To improve study skills.

5. To instill a love of stories and reading.

6. To help students become acquainted with great writers.

7. To improve reading-related skills, such as creative writing and oral expression.

LIST OF SUGGESTED QUESTIONS

I. Comprehension Skills

A. Central Thought

1. What kind of a story is this?
2. What is it mainly about?
3. Does its setting make a difference?
4. Does its time (of year, in history) affect the story?
5. Does this book remind you of any other book?
6. Did you think it is a happy (sad, frightening) story?
7. Could you describe this in a couple of words?

B. Inferences and Critical Reading

1. Do you think the story is really about _____?
2. Is there something here that isn't actually said?
3. Is there a lesson to be learned in this book? What?
4. Was there anything in the story that was not the same as you've heard somewhere else?
5. Do you think you can believe what it says? Why or why not?
6. What is the problem of _____(a character) in the story?

C. Value Judgments

1. Do you agree or disagree with this story?
2. What is your own opinion about _____ in the story?
3. Is this something everyone should read? Why?
4. If only a few people should read, who would you choose?
5. Is the story making fun of us all?
6. If you could pass a law, or have your own wish, would this book influence you?

7. Do you trust what you read?
8. Is it right for someone (writer, publisher, organization, etc.) to print only part of a whole story(event, argument, etc.)?
9. Do you believe everything you read?
10. Do all of your friends believe what they read? Should they? Can you change that if you want to?
11. Can you trust what this author (publisher, newspaper, magazine) says? Why? or why not?
12. If you cannot find out whether or not a story is true, what could you do that would help somewhat?

D. Author Purpose

1. Who is the author?
2. What do you know about his family (home, etc)?
3. What other books of his do you know about?
4. What do you feel he is trying to tell people in his stories?
5. If you could talk to him, what would you tell him?
6. Do you think he has children of his own?
7. Does he like animals (nature, etc.)?
8. What ideas are you sure about when you read him?

E. Necessary Plot Sequence

1. Tell me the story.
2. After _____ (an incident) what happened next?
3. Tell me what happened first, then _____.
4. If such-and-such happened before so-and-so, does it make any difference in the story?
5. If you could, would you change the story around at all.
6. What was the best part of the story to you? Was this best part in the beginning, middle, or end of the story? Would you have any idea why that part was where it was?

II. Personality Adjustment and Reading Selections

A. Insight into Personal Interest in Story

1. Was this a good story?
2. Why did you choose this book?
3. Did you ever have an experience like this?
4. Would you like to be just like the person in the story?
5. What about this story or material made you angry (sad, laugh, etc.)?
6. If you could become one of the characters in this story, which one would suit you just fine?
7. Which character are you sure you would not like to be?
8. If you could, would you wave a magic wand, and live in this time (place, house, etc.)?
9. Talk to me about your feelings when you read this story?
10. Do you know anyone like this character?
11. If you could change anything about this story, what would you change? Why?

B. Awareness of Peer Group Reaction

1. Who do you know that likes this type of book?
2. Would they like this one?
3. Are you going to tell them about it?
4. Do you like to have those friends tell you about books?
5. Do you ever read books with someone else? What books were they?

C. Insight Into Possible Personality Behavior Change

1. Did you have a problem like this person in the story? Did you get some help with your problem from reading it?
2. Does this story make you feel like doing something? What?
3. Did you see something about yourself after you finished this story that you didn't know before? Tell me about it.

4. Is there something here you didn't like and never would do yourself? What?

III. The Mechanical Skills

A. Word Definitions

1. Here is an unusual word. Can you tell me what it means?
2. Here is another (and another, etc.).
3. Can you tell me another word that means the same thing? Or almost the same thing?
4. If I said _____ (naming an antonym or homonym), would you say this word was the same or opposite to it?
5. Did you find any words that meant something different when you read them somewhere else? What was the difference?

B. Study Skills

1. Show me the index (table of contents, chapter headings, etc.).
2. Find the page where such-and-such is described.
3. How do you find things in the index (table of contents)?
4. Did the pictures help you read this book? Why?
5. Can you find the place on the map where the story was laid?
6. Can you find the general topic of this story in another book? In any of our reference books? Our texts in other subjects?

C. Ability to Analyze Unknown Words

1. Show me a word that you didn't know. How did you figure it out?
2. What is in this word that you know (small word-diagraph-initial letter-initial blend-vowel sounds, etc.)?
3. Let me cover up part of it. Now what do you see? Say it. Now here's the whole word. Can you say it?

4. The word starts like _____ but rhymes with _____. Try it.

D. Reading for Details

IV. Ability to Hold Audience Attention

A. Oral Reading of Selection

1. What part of your story did you choose to read to me?
2. Tell me what happened up to this point. (After the reading). Now tell me what happened next - as it is time for me to stop this conference.

B. Retelling of Long Story Briefly